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ABSTRACT

Recognizing the need to provide classroom teachers with teaching aids usable in career development, a federally subsidized project was conducted by the University of Minnesota during the summer of 1968. Resulting from this conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development. In most instances the stated objective is followed by a statement of rationale, enabling objectives, and innovative teaching-learning approaches. It should be noted that these behavioral objectives represent only a beginning in relation to the need for career development programs and are in need of refinement. Also included in this document is a self-appraisal form for the job ahead. (Author/JS)

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SUGGESTED TEACHING-LEARNING APPROACHES
FOR
CAREER DEVELOPMENT IN THE CURRICULUM

BY

DISTRIBUTIVE EDUCATORS AND COUNSELORS
ENROLLED IN
A PILOT TRAINING PROJECT FOCUSING ON
OCCUPATIONAL EXPERIENCE AND CAREER DEVELOPMENT

UNIVERSITY OF MINNESOTA
COLLEGE OF EDUCATION
SUMMER, 1968

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INTRODUCTION

Although current reform in school curriculum is desirably concerned with inductive processes of learning, curriculum building continues to be organized largely around traditional subjects and courses. The respective contribution each school subject makes to students' growth and development has been demonstrated over time. But the prevailing courses are tightly organized and do not include all the concepts important to the education of the young person, nor even necessarily those which may be most relevant to his personal development or his understanding of industrial society. Important concepts of self and community may be left at the periphery of the curriculum unless a deliberate effort is made to include them. Many of these concepts are currently being brought together under the discipline of career development, a subscience of occupational psychology which offers possibilities for bridging school and community.

Our world of work today is changing so rapidly that personal adaptation and development require both a greater degree of self-awareness and awareness of occupational life. Technological change and increasing complexity of social organization has prompted a growing interest in career development and its potential contribution to the school program. The intimate relationship between education and occupation has been stressed repeatedly by the Educational Policies Commission (Manpower and Education), The National Manpower Commission (A Policy for Skilled Manpower), American Council on Education (Man, Education and Work), National Vocational Guidance Association (Man in a World of Work), the President's Panel on Vocational Education, and by many authorities in the field. Interest has been further stimulated by recent legislation aimed at improving the economic welfare of youth through programs of vocational guidance, training and placement, as well as by federal support of curriculum design.

The task of providing curricular experiences which permit the young person to develop meanings about himself and the overall milieu in which he lives and will work is not an easy one for the school. According to the National Manpower Council (Education and Manpower),

> ...some attempt has been made in the past ten years to bring vocational guidance services down to the level of the classroom through courses in occupational information, community civics, group guidance, student services, orientation and psychology..... Still, not counting the high enrollment in community civics, long a required course in most junior high schools, much remains to be done in bringing about guidance, and particularly occupational information, into the classroom in an organized and systematic way (p. 215).

A lack of appropriate teaching materials is a principal reason for the schools not doing more toward educating for vocational development.

It was in recognition of the need to provide classroom teachers with concrete teaching aids that a federally subsidized project in career development was conducted by the University of Minnesota during the summer of 1968. School counselors and vocational educators worked together to identify important concepts of occupational behavior in a changing society and to develop learning activities which would lend themselves to incorporation into on-going subject-matter courses. Since curriculum planners have been criticized for not stating their objectives with precision, concerted efforts were made to state career development objectives in behavioral or performance terms that describe what the learner is to do or accomplish. The behavioral objectives presented here, along with the learning activities, are in need of further refinement and development, but they are being released at this time to participants in the project for immediate tryout with teachers in the school setting.

Those who participated in the summer project will be the first to acknowledge that this product represents only a beginning. Much work lies ahead and many problems must be resolved in the process of producing effective career development learning activities. Many of the behavioral objectives set forth in this document duplicate each other; others remain general propositions about learning rather than achievements expected of learners. The learning activities contained herein were developed over a relatively short period of time and largely through brainstorming. They will need to be expanded and described more explicitly. The optimum time for introducing a given learning experience still remains to be empirically determined. although the objectives have applicability to every stage of development, the learning activities will prove to be more appropriate for one stage than another. Multimedia techniques for stimulating learning remain to be developed, based on the behavioral objectives which have been identified. Finally, there is the problem of preparing teachers in the underlying assumptions and concepts of these materials. Emphasis on career development introduces into the classroom an essentially foreign element. In the initial tryout of these materials, it is hoped that those who participated in the summer project will work closely with their teacher colleagues, perhaps even engaging in team teaching.

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BROAD INSTRUCTIONAL GOAL NO. I:

Evaluates his interests, abilities, values, needs and other self characteristics as they relate to occupational roles.

Objective: Evaluates the relevance of his own aptitudes and abilities for broad occupational areas.

Rationale: Career development is essentially a process of relating self to occupations. Part of this process means discovering occupations in which one utilizes his abilities and experiences the consequences of achievement. In the exploration and discovery stages the student should consider broad occupational areas.

Enabling Objectives: Identifies strengths and weaknesses in work-related skills in current and previous activities. (School subjects, extra-curricular activities, part-time jobs, work performed in the home, etc.)

Identifies strengths and weaknesses in work-related skills from measures of aptitude and ability. (D.A.T., G.A.T.B., Mechanical Assembly, etc.)

Identifies general aptitudes and abilities required for a few jobs in each broad occupational area.

Innovative Teaching-Learning Approaches:

1. Encourage teachers in the various subject areas-English, Math, Science, Social Studies, Arts, etc., to indicate where skills taught are used in occupations. This should be done continuously and organized such that it is a definite part of each lesson plan.

2. Have students interview workers to determine what applications of skills in various school subjects are made in several occupations the student selects. The interview may be an application of communication skills in English. The interviews may be taped or filmed for replay.

3. Have students conduct a survey of jobs in the community to determine the ability requirements of broad occupational areas. Students may be grouped to interest in similar occupations.

4. Have the State employment service administer the General Aptitude Test Battery to students and construct Occupational Ability Pattern profiles for each student. The profiles may be compared with Occupational Ability Patterns for various occupations.

5. Have students do a case history on themselves in which they prepare a profile of their school activities, community and social activities, strengths and weaknesses in school subjects, outstanding achievements in work related skills etc. Then have them write a prognosis or a course of action they might suggest to a person with this profile who was seeking vocational guidance.

OBJECTIVE: Evaluates own abilities and characteristics with respect to responsibilities and tasks of preferred occupation.

RATIONALE: The beginning worker must understand his own strengths and weaknesses in order to successfully meet the requirements necessary for a given occupation.

ENABLING OBJECTIVES: The student will:

1. Identify numerous tasks and responsibilities concerning a chosen occupation, or one he has selected for further study.
2. Categorize job activities according to the D.O.T. classification (data, people, things)
3. Use test data, personal experience, and personal feelings to analyze himself in relation to his preferred occupation.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Develop a profile for each student based on a variety of tests he has taken.
2. Observe the performance and interview a person in a preferred occupation in order to relate how the student might fit into this occupation.
3. Write a job analysis for a given occupational area, paying close attention to what are his own strengths and weaknesses in relation to that job.

Objective: Identifies and considers alternative occupations for which training, experience, and interest requirements are sufficiently similar to those of the preferred occupation that they may serve as alternate career possibilities.

Rationale: The young person may not know what he can do that appeals to interests and fills personal job needs. This should lead him to find out the requirements of the occupations which he is considering. It will also provide alternate possibilities whenever some of the requirements cannot be met in the preferred choice.

Enabling Objectives:

Identifies and considers a variety of occupations which appeal to interests.

Seek information about training and experience required for entry positions in the preferred career choice.

Identifies alternate choices in case vacancies in preferred occupations do not present themselves.

Innovative Teaching-Learning Situations:

1. Have students take Kuder and other interest tests. Discuss interests and job opportunities in the field of interest.
2. Have a career day with speakers, panel discussion, etc. Video-tape interviews or speeches in various occupations and develop a library. Make these available in a learning center for individual student use as the need arises.
3. Set up field interviews with employed persons in related or preferred occupational choices. Students ask questions about the progression of jobs held, career patterns, or other jobs the worker feels he might handle.
4. Have students find the levels of jobs in an occupational area for a person with less than high school, less than high school graduation, Jr. College, less than college graduate, and college graduate.
5. Have students study the differences in positions in large corporations as compared to small firms.
6. Have students write biographical sketches of self to include hobbies, likes, dislikes, value choices, personal needs and wants. Have them list the occupations which seem to match the sketch.
7. Have students play Life Career Game to discover what can happen as a result of different decisions made during ones career.
8. Rewrite descriptions of a preferred occupation as they appear in the Dictionary of Occupational Titles (Second Edition) in terms of the role relationships a worker has, as shown in following example

Newspaper Carrier

"Distributed newspapers to regular subscribers on a specified route. Collects accounts at regular intervals and delivers or mails collections to superior. Attends periodic meetings for instructions. Contacts new subscribers and writes subscriptions."

The following might be a better description of the role:

"Key persons in the role set of newspaper carrier include the following: (1) The Customer. Customers like to receive their newspaper in a convenient place, unaffected by rain, snow, or wind. They can rarely tolerate a delay in delivery longer than ten minutes off one's usual time. They must be taught to telephone newspaper carrier at home rather than telephone the newspaper with a complaint. Many do not pay promptly but must be revisited several times. Most of them are chronically short of change. All of them desire that the newspaper carrier shall stay off the grass, stay out of the flower gardens, and indeed, would prefer that he not step on the property at all. Should the newspaper carrier be bitten by the customer's dog, the customer is likely to blame the newspaper carrier for upsetting the dog.

(2) Non-Customers. Other persons who are not customers nevertheless may give the newsboy trouble since they object to his taking short cuts across their property. They also have dogs. (3) The Superior. This individual tries to maintain the fiction that the newspaper carrier is an independent business man. Therefore, he has periodic meetings with the newspaper carriers in order to "counsel" them on their business activities. As a matter of fact, he spends most of his time pressuring the newspaper carrier to increase the number of new subscribers. His pep talks are frequent and must be endured. (4) Other News-carriers. One occasionally encounters persons who carry newspapers for competing companies (or even for the same company) who attempt to take away one's subscribers. (5) School Teachers. The newspaper carrier must particularly guard against the possibility that failure to keep up his school work or infractions of disciplinary rules may lead to his being kept after school. Should this occur, he may then be late in picking up his papers of both his superior and his customers. The resultant role conflict may, in addition, produce feelings of guilt on the part of the newspaper carrier, thus, affecting his degree of job satisfaction."

From: Guidance in Vocational Eduaation: Guidelines for Research & Practice R. E. Campbell (Editor). Center for Vocational and Technical Education, The Ohio State University, January 1966.

Check list for learning activity (1) (Put a (✓) in a col. that best describes a trait, and an X in a col. that least describes a trait.)	Col. 1 Me as I see myself	Col. 2 Me as I'd like to be	Col. 3 You as I see you	Col. 4 You as I'd like you to be
1. adventurous				
2. affected				
3. affectionate				
4.. ambitious				
5. anxious for approval				
6. appreciative				
7. argumentative				
8. big-hearted				
9. careful about physical appearance				
10. competitive				
11. complaining				
12. critical of others				
13. demanding				
14. distant				
15. dogmatic				
16. dominating				
17. easily angered				
18. easily discouraged				
19. easily swayed				
20. efficient				
21. encouraging				
22. enthusiastic				
23. forgiving				
24. frank, forthright				
25. fun-loving				
26. give praise readily				
27. good listener				

Check list for learning activity (cont)	Col. 1	Col. 2	Col. 3	Col. 4
28. helpful				
29. indifferent to others				
30. impulsive				
31. intolerant				
32. jealous				
33. kind				
34. look on the bright side of things				
35. loud				
36. make decisions with-out consulting others				
37. neat, orderly				
38. need lots of praise				
39. obedient				
40. rebellious				
41. resentful				
42. responsible				
43. sarcastic				
44. sassy, "talk back"				
45, self-centered				
46. self-respecting				
47. self-satisfied				
48. sentimental				
49. show love				
50. shrewd, devious				
51. shy				
52. sociable				
53. stern				
54. submissive				

Check list for learning activity (cont)	Col. 1	Col. 2	Col. 3	Col. 4
55. successful				
56. sympathetic				
57. tactful				
58. talkative				
59. teasing				
60. thorough				
61. thoughtful				
62. touchy, can't be kidded				
63. trusting				
64. uncommunicative				
65. understanding				
66. varied interests				
67. very dependent on others				
68. well mannered				
69. willing worker				

Sample word descriptions of personality traits:

patience

cheerfulness

friendliness

persistence

frugality

punctuality

enthusiasm

cleanliness

initiative

courage

reliability

persuasiveness

optimism

neatness

mannerliness

kindness

Objective: Identifies personal qualities which enhance or threaten personal relations and considers these behavior changes beneficial to implementing career goals.

Rationale: There are a wide variety of personal qualities evident in people which may result in success in personal relationships and performance on the job. An awareness of these provides the basis for behavioral change.

Enabling Objectives: Identifies personal qualities which result in successful interpersonal relations.

Identifies personal qualities which may hinder the development of meaningful interpersonal relations.

Acknowledges the importance of interpersonal relations as they relate to satisfactory employment.

Assesses own personal qualities.

Affirms that personal qualities such as abilities, attitudes, traits, and aspirations, are a function of learning and that behavior can be changed when there is a need.

Innovative Teaching and Learning Approaches:

1. Have the class identify as many types of personal characteristics as possible (for e.g. friendliness, small talk, ability in front of a group, grooming, etc.). Then, in given situations, have students determine which characteristics are proper and improper as well as which are controllable and uncontrollable. For example, qualities looked for in a teacher, friend, leader, employer, etc.

2. Have students do a word sketch to assess personal qualities and rank those qualities in order of value to the student. (also see Activity #9).

3. Have a personnel manager speak to the class on the importance of interpersonal relations in a satisfactory work situation.

4. Have a team of five or six individuals perform a task while the rest of the class observes and notes group interaction and interpersonal relations. Discuss group findings at the end of the task (e.g. of tasks: Bulletin Board, class store, industrial arts shop, etc.).

5. Bring in a local employer and have him describe three of his most valuable employees (give traits, abilities, etc.). Then help the class to see that each of the three individuals are different yet, there are common traits and abilities that make these people valuable to their company.

6. Have a group of students investigate sources of occupational information. (See the guidance office for sources [evidence points to the fact that personal characteristics are the chief cause for terminating employment rather than lack of ability]).

7. Give class members a list of the names of students in the class. Ask them to write the three most valuable personal attributes of each pupil (including himself), as they perceive them. Examples of attributes may include friendliness, math ability, physical strength, ability to speak before a group, etc. Inform each student of the attributes others perceived in him and compare them with self-perceptions. Discuss with the class the uniqueness of individ-

OBJECTIVE: Describes how several occupations would provide a means of expressing his personality, satisfying his psychological needs, utilizing his talents (abilities) and satisfying his basic needs of livelihood.

RATIONALE: It is important for students to realize that an occupation may satisfy a number of personal needs and that their needs may be realized through not one but a number of occupations.

ENABLING OBJECTIVES: Perceives his particular type of personality, psychological needs, talents, and basic economic needs. Identifies some grouping of occupations in terms of types of personality adapted to them, talents required, and economic possibilities. (As a resource, consider the Dictionary of Occupational Titles (D.O.T.) and the Occupational Outlook Handbook.) Assesses his personal needs in relation to several occupations. Differentiate between jobs within an occupation.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Have students construct a balance sheet to evaluate amount of certain personality traits in himself and others.
   See attached sample. This can be a team project involving two students. Each student will fill out evaluation of himself and his partner, then exchange them and justify differences in evaluation. This can be extended to involving more than two persons.

2. Conduct a field trip to a firm employing a number of people. Have students project themselves as filling roles they feel they could fill. On returning to class, have students list personality traits required of each job observed and have class pass judgment on ability to fill jobs chosen. (See attached sample of word descriptions of personality traits.)

3. Have students make a list of occupational descriptions and personality traits required in each using such resources as D.O.T.
   Have students choose one felt to be suited for and allow class to give feedback in regard to their agreement or disagreement. The teacher may add his appraisal.
   Have students take an occupational choice and list of personality traits felt to be possessed to person in that occupation as a basis for an interview.

4. Have students choose a well-known personality and discuss how that person would not fit into some stereotype job. For example, tell why Pat Paulsen would not be fitted to be president, why Jackie Gleason would not be apt to be a success as a football quarterback.

5. Have students illustrate how certain low-paying jobs would not meet certain basic standards of living.
   Describe the standard of living to be expected from a certain job for a family involving a wife and several children some of whom are in high school and college.

6. Have students describe their expected standard of living ten years after leaving high school in terms of housing, clothing, food, car, appliances including color TV, etc.
   Ask if they have considered whether their anticipated job at that time will provide an adequate income for their wants.

7. Have students use statistical figures of expected income from particular jobs and describe the standard of living such an income would provide.

8. Have students give an illustration of persons not utilizing their talents.

9. Conduct a debate on such a subject as:
   People are born with certain talents that cannot be learned by others who did not possess the talent at birth.

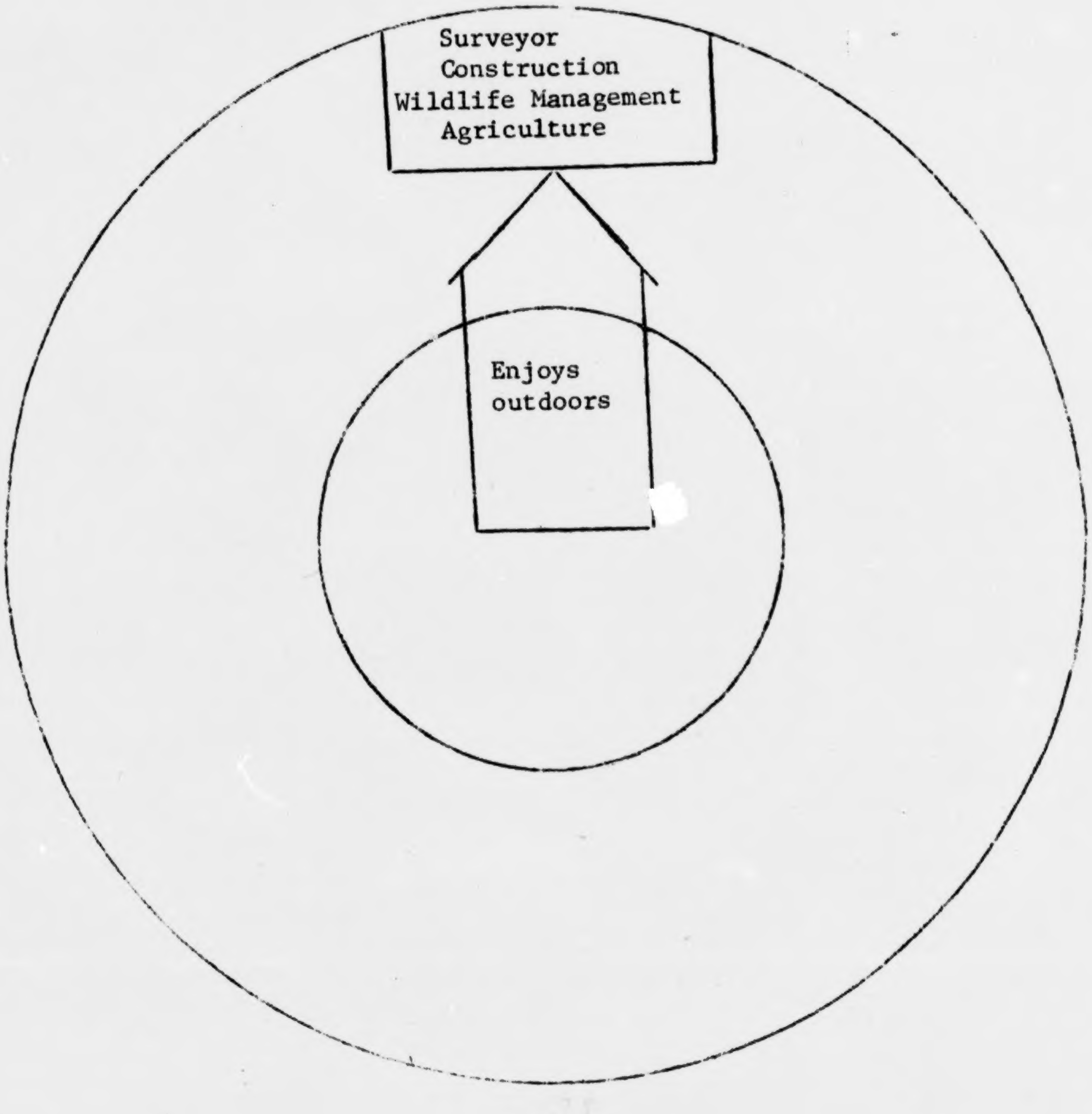
10. Have students give a biography of a person illustrating how they used their talents as a means to attain success.

Objective: Examines preferred occupations in terms of his current life context, considering such factors as personal and parental aspiration, family background, personal values, etc.

8. Make two dimensional chart of either subject area or Kuder interest areas. Under each interest area, list occupations of interest. These could be ranked according to level of training or education -- or the student could determine training level after the list is completed.

9. Put several student's interest patterns on cards. Have the class discuss how various life styles could apply to these patterns.

DIAL CHART OF INTERESTS


Surveyor
Construction
Wildlife Management
Agriculture
Enjoys outdoors

Objective: Evaluates the relevance of his psychological needs for broad occupational areas (e.g., controlling, organizing, helping, communicating, persuading, relating, etc.).

Rationale: Career development is essentially a process of relating self to occupations. Part of this process means discovering occupations in which one's psychological needs are satisfied. In the exploration and discovery of stages, the student: 1. should consider broad occupational areas; 2. identify his own psychological needs.

Enabling Objectives: Defines and identifies psychological needs

Establishes his own hierarchy of psychological needs.

Identifies psychological need satisfactions available in a few jobs in each bread occupational area .

Ranks occupations as he sees them satisfying his psychological needs.

Innovative Teaching and Learning Approaches:

1. Break the class into groups and have students compare their psychological needs with others in the group. Follow this up by giving the Minnesota Importance Test (So student can identify hierarchy of psychological needs). Score and explain the test so that students see the relationship between the test results and his preferred occupation.

2. Present five 10 minute presentations by five different teachers on why they are teaching so students can identify psychological needs for a certain occupation. Vido tape for replay and discussion. Could also use occupations like custodian, secretary, cook, bus driver, etc.

3. Same as #2 with other outside employees of common occupations.

4. Same as #3 with same occupation in different product areas.

5. Students interview three employees of the same product area to determine what psychological needs are being satisfied or not satisfied for each. Teacher may want to design interview aids for students. Follow with discussion of similarities and differences noted. Try to determine why.

6. Same as #2 with three different age groups of employees to explain psychological needs.

7. Have students go out and interview a successful person who has satisfied his psychological needs to determine if achievement is greater because of this satisfaction (sources: newspaper, autobiographies, magazines, TV, etc.)

OBJECTIVE: Identifies the personal compromises he may have to make in order to attain a chosen occupational goal.

RATIONALE: After an individual has chosen an occupational goal, he may find conflicts between immediate desires and long range plans.

ENABLING OBJECTIVES: Identifies situations in the preferred occupation where compromise might be necessary.

Identifies alternative solutions to a particular problem which requires compromises.

Projects what the repercussions might be for each compromise solution to a problem.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Present case situations where the class can discuss personal compromises that could be made (e.g. Student would like to become a doctor but doesn't want to wait that long to get married.)
2. Develop a list of compromise situations that he can see at this time for his chosen occupational goal. (e.g. age, money, marriage, etc.)
3. Using the list developed in #2, list as many alternatives as possible for each conflict and then try to project what the outcomes might be for each compromise if it were acted upon. The student might be asked to select which compromise he felt would be the wisest course of action and defend his choice. Classmates should be encouraged to challenge the choice and present reasons for the challenge.
4. Bring in a speaker who would point out what compromises he had to make in attaining his vocational goal.
5. Interview a person now working in the same occupation the student has chosen and ask him what compromises he had to make. The student might ask the interviewee if he wishes he had made a different decision and why. Discuss findings with class.

Objective: Verifies how management of resources may affect individual standards of living at home, at work, and in the community.

Rationale: Each person has his own unique set of resources (e.g., financial, time, special talents, interests, health, family position, perceived freedom of choice, etc.) These resources contribute to his uniqueness. Whether he uses these resources or not, and how he uses them, determines his way of life and his eventual satisfactions and dissatisfactions.

Enabling Objectives: Identifies those resources available to him and to close associates.

Determines what ways he will need to manage resources to accomplish his life goals and aspirations.

Innovative Teaching-Learning Situations:

1. Have a credit adviser or banker talk to the class about the problems people have regarding the management of money and credit and how money management problems affect one's home life, his work, and his community life.

2. Through written assignment and/or class discussion, teachers of English, humanities, or world history may offer students an opportunity to contrast their lives with the fatalistic philosophy of ancient Greek life. The belief of the Greeks that they were unable to control their own destiny may be compared to 20th Century living. Tragedies written by such authors as Aeschulus and Sophocles could serve to stimulate this kind of analysis.

3. On Monday, assign the students to keep a diary for the week which will record their activities each half-hour. On Tuesday check to make sure that all are keeping these diaries. On Wednesday, assign a long, tedious kind of assignment which will take quite a bit of time. This assignment will be due on Friday. At the beginning of class on Friday, have each student clip his diary to his assignment and also substitute a number for his name. Arrange the students in groups of five and give them five assignments and diaries at random. Have the students discover which assignments were done carefully and completely and which were done poorly or not at all. When ask them to determine from the diaries whether those who did poorly could have spent more time on the assignment.

Each group should report to the class their findings and observations. Those students who did finish the assignment allocated their resources of time to assure successful completion of the task.

Those failing to complete the assignment were more likely to have made poor use of their time. How one manages the resources of time is a decision he will make. With respect to the task at hand, have the students discuss the implications (both positive and negative)of choosing not to utilize fully the time available.

4. Suggest that each student interview a worker in his preferred occupation. The purpose of the interview will be to discover what resources the worker had available to him and how management of resources contributed to achievement of his goals.

5. Have students set a goal to be reached in one or two weeks. After the students have identified the goal they should write up a schedule of the time they will utilize to accomplish all their obligations and their goal. As they go through the coming days have them note any deviations of time spent in re-

lation to their proposed schedule. Have them discuss their reasons for deviations in light of appropriateness, responsibility, and peer pressures to jump to quick decisions instead of planfulness of actions.

6. To help students understand the use of people as a resource, have them debate the issue "It's not what you know, but who you know." The teacher might follow this activity with general discussion. When does using another person become exploitation? How dependent are we upon personal contacts in getting that first job? Is exploitation of others evident in our school? In classes? In club activities?

7. Debate the choice of a new car or a used car. Perhaps a good used car will have less depreciation expense and give adequate service. Get help in selecting a good used car.

8. Keep a budget. Plan expenditures. Discuss which items could be eliminated to keep costs down.

9. Learn the truth about fabrics and fashion through library publications. Good taste is possible by careful selection and home sewing.

10. Many home repair jobs can be done by the do-it=yourself method.

11. Hmme freezer, garden, home cooking of less expensive goods and meat cuts may be nutritious but budget wise.

12. Family games, hobbies carefully selected reduce recreation costs.

13. Use neighborhood exchange for babysitting.

14. Read ads before shopping. Make list and avoid impulse buying.

15. Buy at the end of the season if it is a name brand item that retains fashion for a longer time.

16. Watch and know which and when seasonal sales will be advantageous in buying.

17. Avoid buying Christmas gifts in December.

18. Study consumer reports and market research studies.

19. Compare products before making a selection.

20. Pay cash as much as possible. Reduce the length of loan time.

21. Learn to shop in budget basements, discount stores. But buy quality regular price items for those garments etc. that require daily durability. Pay less for a party dress to be worn onee; more for dress or suit which is to be worn repeatedly.

22. Become acquainted with expert sales persons who direct you to better selections.

23. Have students identify ways they get good values for less money.

Objective: Verifies how management of resources may be influenced by values and experiences.

Objective: Uses stimuli provided by the occupational world to analyze self and the kind of person he wishes to become.

Rationale: Young people tend to pattern their behavior after models they observe in their life experiences. The problem is to provide an environment of realistic occupational observation and/or experience that will give an opportunity for the student to analyze himself in relation to the roles or images he observes.

Enabling Objectives: Attempts to identify and to erase the misconceptions acquired about occupational roles in day to day work as well as the occupation's role in society.

Compares his self-concept with that which he observes in occupational models.

Innovative Teaching-Learning Approaches:

1. Ask students to write their perception or stereotype of selected occupations to establish pre-conceived ideas held. Class discussion of these afterwards.

2. Individual students interview a worker in an occupation and follow this with class discussion. Provide structure for the interview and the class discussion to insure that attention is given to the underlying concerns such as strains and pressures, security, recognition, interest in the work, rewards, etc.

3. Diary of observations of people performing their occupation. The students could observe: work activity, interpersonal relationships, quality of performance, etc.

4. Have students record their personal activities for one week making note of which of these was liked or disliked and give an explanation of why. Students work together in small groups to discuss each individual's list of liked and disliked activities in relation to his present tentative career choices.

BROAD INSTRUCTIONAL GOAL NO. II:

Explores broad occupational areas in terms of opportunities, potential satisfactions, required roles of workers and other related dimensions.

OBJECTIVE: Obtains occupational experience as an essential part of his orientation to and introduction into the work culture.

RATIONALE: One entering the work world needs to experience actual job application and task performance and to experience working relationships with the employer and other employees in order to discover the correlation between reality and his previous concept of the world of work.

ENABLING OBJECTIVES: Relates actual work experiences to his anticipated expectations of that work experience.

Affirms the philosophy that he owes the employer a day's work for a day's pay.

Recognizes monetary rewards are ordinarily a result of his own productivity.

Acknowledges that there are disagreeable aspects of all types of work.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Encourage participation in the distributive education and other work-study programs of the school.
2. Encourage after-school hours part-time work and summer work experience.
3. Provide an opportunity for students to spend some time observing workers in preferred interest areas.
4. Provide a service where students and employers can communicate relative to their work needs.
5. Engage in role-playing. Have students play the role of workers and employers simulating certain critical incidents that may develop in becoming oriented to the work culture.
6. Invite a personnel manager from one of the local stores to come to the school to interview students for an imaginary actual job in his store.
7. Conduct seminars or speaker programs for students who are working to discuss expand concepts of work.

Objective: Increases the range of occupations and their functions and requirements of which he has knowledge.

OBJECTIVE: Identifies the multiplicity of kinds of interests satisfied by a few jobs in each broad occupational area (e.g. like to work with people, like to work alone, like to work outdoors, like to work with data and information.)

RATIONALE: A number of interests may be satisfied through a broad spectrum of jobs.

ENABLING OBJECTIVES:

Groups interests into general categories (e.g. working with people as compared to working with machines and things, or handling data.)

Relates interests (grouped) to broad occupational areas.

Examines specific interests in relation to specific jobs.

Examines jobs that will yield a common bond in that many interests are mutually satisfied.

Examines the proposal that in a broad area many satisfactions may be served while in a specific related job these interests may not be met (e.g. working in the field of advertising, an illustrator may not be working primarily with people)

INNOVATIVE TEACHING LEARNING APPROACH:

1. Have students go to the D.O.T. or similar functional classification system and find three occupations that have same personal characteristics. Following this, in terms of broad occupational areas have students survey interests of workers in certain jobs. Then bring this information back to the classroom and examine data for common bonds of interest. (Data, people things)

2. Have students write narrative job description including psycho-social dimensions of the job (e.g. personal interests advisable, personality characteristics, physical attributes, [illegible]le-relationships, etc.)

3. Have students select a particular in[illegible]est (e.g. out-of-doors, people, art, etc.). In terms of that interes[illegible] (or groups of interests) have students attempt to find a job in each broad occupational area that would serve the designated interest. For job titles, students may use D.O.T. Standard Industrial Classification, career books and other similar resource materials.

4. Have students identify own interests. May use Kuder Inventory, examine leisure time activities, etc. Then have students research occupational resource materials to identify a job in each of the broad areas of classification in which they can realize those interests. Instead of written resource materials, students could interview people in the community to identify occupational areas that would satisfy interest patterns.

Objective: Identifies the kind and scope of capabilities required by a few jobs in one occupational area of his choice (e.g., focusing a microscope, sealing a drawing, deciding upon the proper statistical routine, developing an approved approach to customer services).

Rationale: If the student identifies the differences and similarities in the capabilities required of jobs within occupational areas, the process involved in this identification may result in more realistic vocational plans.

Enabling objectives: Identifies occupational areas.

Identifies the different competencies required of various jobs within an occupational area.

Identifies the similarities in competencies required of various jobs in an occupational area.

Locates and analyzes sources of information.

Relates competencies to himself.

Innovative Learning Approaches:

1. Have the student identify the capabilities required of a specific occupation as he sees them and then as they are described in the Occupational Outlook Handbook.

2. Ask the student to interview a personnel manager or employer with the expressed purpose of identifying specific capabilities or requirements needed to successfully function in a particular job. Results of interview may be reported to and discussed in class.

3. Following discussion of job requirements, involve students in such activities as role playing of the significant performance aspects of the job, (e.g., cash register operation, selling merchandise, constructing a display, etc.).

4. Take students on an industry tour and ask them to identify jobs that represent different occupational areas. Have them point out differences and similarities in the requirements for given jobs as well as for various occupational areas.

OBJECTIVE: Describes occupational hierarchies associated with the preferred occupation and requirements for moving to a higher position.

RATIONALE: Individuals with a desire to advance within the realm of their chosen profession will find insight into the stages of professional advancement needed. Advancement and success depend on the knowledge and willingness to climb the ladder.

ENABLING OBJECTIVES:

Identifies a progression of occupations within the field of his choice.

Analyzes the requirements and qualities needed to progress in his chosen field.

Elicits information from people in his chosen occupational area about advancement and success in the field.

INNOVATIVE TEACHING LEARNING APPROACH:

*USING THE TECHNIQUE OF STUDYING THREE AREAS * NOW PAST FUTURE

1. Through small group discussion with an adult leader four to eight students discuss how they see the successful people within their own occupational area. This can be a one-setting situation or a continuous process involving weeks. These students do not need similar backgrounds in this discussion. They can learn from one another.
2. Over a period of time, with an unlimited number assigned, the student reads biographies of past people who have shown the contribution they have made to a chosen profession. Such as Henry Ford in the automotive business. Have students list the traits as THEY see them that made these people contributors. This could be carried on in an English or History class with a duration that fits the class.
3. As a culmination of the above areas the student would talk to successful people who are respected for their opinions as to how they view the future of their business. This would help the student to detect any bias feelings.
4. Have people at various stages of hierarchy speak to students about their work, being careful not to stress too much the top positions and success stories.
5. Have list of books and magazine articles on how people advanced in their occupations. Ex., My Years with General Motors - Sloane

Objective: **Elicits information about what persons with experience and training in the preferred or selected occupations are receiving as compensation (fringe benefits, salary, etc.)**

OBJECTIVE: Identifies the occupational areas which provide him with ego-involvement kinds of activities.

RATIONALE: Ego-involvement seems to be an important factor in determining occupational choice, job satisfaction, and advancement on the job.

ENABLING OBJECTIVES:

Recognizes that ego-involvement is important to individual job success.

Recognizes that jobs can provide ego-involvement activities.

Determines what activities are ego-satisfying to an individual.

Determines ego-satisfactions that are available in many occupational areas.

Identifies the ego-satisfactions available in his preferred occupation.

__Objective__: Verifies how varying needs for personal independence may be met by different occupations and work settings.

__Rationale__: People have varying needs for personal independence. Jobs provide different opportunities for personal independence. Select a job that fulfills his needs for personal independence.

__Enabling objectives__: Identifies characteristics of personal independence as a psychological need.

Compares the varying degrees of personal independence found in various jobs.

Identifies a number of occupations and work situations in terms of the opportunities for personal independence which they provide.

__Innovative Teaching-Learning Approaches__:

1. The teacher designs and/or locates and administers an instrument that measures personal independence and discusses the results in terms of personal need for independence and what their personal needs are. (Cattell's 16 Personality Factor Test)

2. Interview business personnel or employees and/or review job descriptions to determine the degree of independent and dependent actions the employer or employee makes. Discuss differences in the amount of independence given individuals in the same job or occupation and why these differences occur.

3. Make a study of line and staff structures of the school organization. Group activity to rate dependence or job independence among a number of job settings.

4. Select several occupations from the Industry System of Classification and investigate job settings within these occupations. Identify the different opportunities for dependent and independent actions in the occupational areas selected.

5. Analyze the relationship of independent and dependent activities in the preferred occupation of the individual student. Have students relate this information to his own need for personal independence.

6. The teacher in a particular subject area is encouraged to relate careers or job settings from his field to students identified needs for dependence and independence (e.g., when does a chemist have to act independently and how is he dependent on others; mathematician, journalist, accountant, etc.).

OBJECTIVE: Assesses potential satisfactions and dissatisfactions associated with the preferred occupation (e.g., a sense of accomplishment or no sense of accomplishment, recognition from subordinates or peers or unhappy co-worker relationships, high or low income, taking responsibility, routine or repetitive tasks, social status in the community, undesirable working conditions and working hours, and opportunity to develop unique solutions to problems).

RATIONALE: Young people need to formulate rational concepts about a preferred occupation in terms of probable accomplishments, recognition, human relationships, expected income, working conditions, and responsibilities involved. By doing this, young people enhance their chances for making satisfying choices.

ENABLING OBJECTIVES:

Assesses the inherent job characteristics of his preferred occupation.

Identifies the psychological rewards provided by the job.

Identifies sources of dissatisfaction in preferred occupation

Examines his needs and/or expectations in terms of a preferred occupation and evaluates degree of satisfaction.

INNOVATIVE TEACHING LEARNING APPROACH:

Participate in cooperative vocational education programs such as Distributive Education. Discuss satisfying and dissatisfying factors experienced in cooperative part-time job.

Review Dictionary of Occupational Titles, Occupational Outlook Handbook, and other such publications.

Develop a check list of things expected from a job. Rank the factors in order of importance.

Take a variety of job satisfaction inventories (e.g., Minnesota Importance Questionnaire). Discuss the meaning of the results.

Explore reasons for people changing or losing jobs by personal interview, etc.

Objective: Assesses the psychological and economic costs of performing a given occupational role.

Rationale: Students are often unaware that jobs have psychological, economic, and physical costs and that all young workers should become aware of these costs. Being aware of the costs results in compromises of occupational choice.

Enabling objectives: Identifies some of the physical, economic, and psychological costs of a variety of jobs.

Identifies some of the economic, physical, and psychological costs of the preferred occupations.

Innovative Teaching-Learning Approaches:

1. Identify a large organization business man and a small independent business man; approach each and have each describe the physical, economic, and psychological costs of obtaining and holding their positions. Have the students report back to the class if this was a field interview.

2. Identify two or three people who have been offered promotions or transfers. Have these people describe and discuss their reasons for turning down these promotions or transfers.

3. Identify two or three persons who have stepped down in position and have them discuss this with the class.

4. Have students talk to their parents and ask about the psychological and economic costs of holding their jobs.

5. Read "Death of a Salesman." Discuss how the man was dishonest with himself and how he woke up to this in later years.

6. Students are asked to rank honesty, money, and co-worker relations in order of the importance of these values in choosing a job. By publicly affirming these choices the student is caused to think about what he does value and to consider the psychological costs of taking some jobs. This should lead into a discussion of other values or "costs" the individual faces and sometimes compromises when he takes a job. (E. g. High pressure selling to make a sales quota; producing below capacity to keep peace with co-workers; cutting hair or dressing according to dress code, etc.).

Objective: Examines life styles and way of living associated with a few occupations in the broad occupational area or areas of his choice.

Rationale: Life styles and our way of living have been changing rapidly, especially in the past ten years. The student must face the problem of changing life styles by developing an understanding of his own life style and then examining closely a few of the occupations to determine if his occupational choice will provide the means necessary to maintain that life style.

Enabling Objectives: Describes his present way of life.

Describes other life styles.

Determines what components of a future life style might be.

Innovative Teaching-Learning Approaches:

1. Have students devise a personal inventory form, as a result of group brainstorming sessions, that would show personal values and ethical, moral and spiritual standards.
2. Have each student fill out his own personal inventory. Then each student should have his parents fill out the same form and compare their answers and discuss differences.
3. Have each student write a paper describing his life style at present, describing what he expects or would like it to be, and how he will use the information in developing a career goal.
4. Follow up to evaluate.

Objective: Analyzes social roles and social demands required for successful performance in preferred occupations.

Rationale: Young people often believe that ability and interest in an occupational task is all that is needed. A student must be helped to see that each career carries certain social demands and expectations and he must determine his readiness and ability to meet them.

Enabling objectives: Defines the sociological framework and the concepts of social roles, status and social demands that are inherent in occupations which vary from community to community.

Identifies social demands of a few occupations.

Distinguishes between social roles actually required and those thought to be required in the common stereotypes of occupations.

Assesses values, attitudes and abilities to accept or carry out the social roles and demands.

Innovative Teaching-Learning Approaches:

1. Invite the manager of the local country club to discuss the social behavioral differences he observes in club clientele whose purpose varies from pure relaxation to seeking opportunity for business contacts.

2. Have several guest speakers come in to speak about the social demands of their occupations. Possibilities include: Chamber of Commerce representative, school superintendent, clergymen, etc.

3. Students interview people as to how they feel about the social roles of their occupations. First interview the vocational practitioner and then ask a man on the street to compare their views.

4. Hypothetical case problems presented to students for class discussion. (E.g. a doctor is seen at the country club in an inebriated state. One observer said, "I hope I don't need my appendix out tonight.")

5. Make a study of the concepts of social roles and social demands as described in books such as Vance Packard's Status Seekers. Have students search available literature concerning the sociological framework of American society from a list of sources provided by the teacher.

6. Have students create a list of common social demands and send this list to an employer asking him to identify those which are required, condoned or prohibited of certain occupations within his employ. (E.g. Being prompt, grooming, grammar, etc.)

7. Have students analyze the role relationships found in their preferred occupation. The sales person has contacts with customers, supervisor, display man, janitor, etc. What are the satisfactions and problems or strains that occur in these relationships?

OBJECTIVE: Gathers evidence of the effect of general level of employment or growth in the economy on job opportunities.

RATIONALE: Students should be aware that economic conditions such as recessions or booms may affect the number and variety of jobs available which in turn may help a student plan for his first job or a job change.

ENABLING OBJECTIVES: Acknowledges that an expanding and inflationary period in our economy will usually provide excellent job opportunities, whereas a depressed economy will usually decrease the number of jobs available.

Identifies seasonal "highs" and "lows" that can affect the job market in his preferred occupation.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Reads the business sections of newspapers and magazines to gain an understanding of the prevailing economic climate. Discuss current employment conditions and relate to current economic climate.
2. Visits the State Employment Service to obtain reactions of the ES personnel and those seeking work to discover how business cycles affect job opportunities.
3. Obtain publications from the Bureau of Labor, the State Employment Service, the Federal Reserve Board and the National Economic Advisory Council indicating trends and statistics relating to employment and unemployment.
4. Show the movie, "Grapes of Wrath" to provide a visualization of the problems of unemployment during a depression.
5. Discuss the economic problems of life in future years. Try to project what it will be like to get a job twenty or thirty years from now and where will these jobs be located.
6. Analyze the Gross National Product and other economic indices (and the Viet Nam War) and how these effect the job market.

Objective: Assesses the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation.

Rationale: The speed with which business and industry are undergoing change requires that young workers have the knowledge necessary to predict the impact of these changes upon their chosen occupation.

Enabling Objectives: Explains the concept of data processing.

Projects uses for data processing in his preferred occupation.

Analyzes the results of these projected uses for data processing and shows evidence of sound career planning which takes these factors into account.

Innovative Teaching-Learning Approaches:

1. A regional chain of discount stores keeps track of every single transaction which takes place in the stores. Every item stocked has a number. When the item is sold this number is punched onto a tape in the cash register. The information is then fed into a computer. When new stock is received by the store, this information is fed into the computer. When customers return merchandise, this information is also fed into the computer. Let's look at the jobs in the store and try to discover how they have been affected by the computer.

a. The check-out girl. Those of you who have been in a large discount store know that most of the purchases are put into a shopping basket and brought to a cash register. The check-out job has not been considered a difficult task. Today, in addition to pressing the buttons on the register to record the prices of the items purchased, the girl must record the stock number. Because of the computer, she must make no mistakes.

One store manager was heard to say, "I would rather one of my check-out girls would make a mistake and charge a person 10 cents on a $1 item than to make an error in recording the IBM number."

Why is it important that the check-out girl doesn't make any mistakes? Why would the store manager make that statement?

b. Role-play. This firm has a large number of people who work in a central office. It is the job of these people to buy the merchandise for the stores to sell. They are called buyers. Generally, a buyer is responsible for one department or for a series of related departments (such as rugs and draperies, or household kinds of goods, etc.). Before computers were used, buyers didn't really know how many goods were being sold unless someone went to the store and counted how many goods were left over. They often guessed how many items would have to be ordered and as a result, they often were out of some items and had too many of others.

You are the president of this company. You have just hired a person to help you run your new computer. This person is called a programmer. Explain to him the problem that your buyers are having and make some suggestions as to how the computer could help the buyers.

c. This firm also has a number of department managers in each store. As you would imagine, the department manager is responsible for the sales within his department. Previously, it was very hard to know what other department managers in other stores were doing. If you wanted to know, for instance, if the hardware managers in the other stores were selling as many hammers as you are, you would have to call up each one of them and ask. They would have to go out and count the hammers that they have left, and subtract that from the number that they received. Most of them couldn't find the sheet that told them how many they received and so even though you called them all, they couldn't tell you anyway.

As president of the firm, one of the department managers has asked you how he can find out whether or not other stores are selling more hammers than you are. Explain your problem to the programmer and tell him what information you should have in order to help this department manager.

d. Each store in this organization has a man who is responsible for everything that happens within that particular store. This man is called the store manager. One particular store manager has had trouble with one department. For some reason this department doesn't sell as much as he thinks that it should. When he asks the department manager about this, the department manager says, "How do you know how much my department should sell? I think that we do all right."

As president, the store manager calls you with his problem. What suggestions can you make?

2. Read a text which predicts change such as Skinner's Walden Two or Edward Belamy's Looking Backwards to discover the change on a historical basis. Analyze what has been, what is now, and what will be.

3. Get a resource speaker who will project changes in the future.

4. Identify duties common to a job in the past, present and future.

5. Analyze a part-time job and make predictions of what changes can occur. Determine what changes should be made to perform the job more effectively or efficiently. Discuss suggested changes with training sponsor and report back to the class the training sponsor's reaction to suggestions.

6. Have a panel of retired people talk to the class about changes that occurred in their occupational field over the years and how they went about meeting new requirements of the jobs they held.

Objective: Identifies social and economic growth trends and their potential effects on broad occupational fields and preferred occupations.

Objective: Interprets statistical data and draws conclusions about occupational and industrial employment trends, their expansion or decline.

Rationale: While new jobs are continuing to appear, old jobs are disappearing. Keeping this fact in mind, the student will better be able to predict long-term employment trends for realistic career planning.

Enabling Objectives: Reads and understands charts, graphs, and percentages.

Locates sources of information.

Applies the information obtained, in terms of future occupational and industrial employment trends.

Utilizes his ability to predict occupational and industrial employment trends in setting personal vocational and educational goals.

Innovative Teaching-Learning Approach:

1. Develop a unit based on Bureau of Labor Statistics, Minnesota State Employment Service reports, charts and graphs and discuss their meaning and use in making predictions.

2. Have students chart the employment trend in a seasonal occupation and explain the meaning of the trends shown.

3. Invite experts (math teachers, counselors, etc.) in to discuss the use of statistics in everyday life.

4. Do research on trends within a selected occupation. Follow-up with an oral report citing sources used and predictions made based on information obtained.

5. Chart, on a long-term basis, the employment trends within a given occupation. Make predictions based on information obtained. This could be a class or small group project.

6. Discuss in small groups or with teachers and counselors his personal plans and goals (personal assessment).

OBJECTIVE: Identifies the various job ladder or career progression possibilities of a few jobs in each broad occupational area.

RATIONALE: Since a young person may tend to identify only with an entry job, it might be helpful in planning his future if he would tentatively identify himself with an occupational area. He could be made familiar with the job opportunities and future advancement possibilities of some of the jobs that exist in his chosen occupational area.

ENABLING OBJECTIVES:

Tentatively identifies himself with an occupational area (or family)... e.g. medicine, marketing, education, agriculture, engineering, etc.

Develops a chart to learn the language and to show meaning of career ladder or career progression.

Analyzes the entry level occupations and the opportunities for progressing that exist within the broad occupational areas.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Take tests of interest and achievement, use checklists of occupations, search the DOT, and other techniques to help identify the student's area of interest with the help of the counselor, his teacher, or other helpful resource person.

2. Investigate occupations that are of interest to him through visitation, interview, part-time work on the job, etc., particularly with a view to investigating relationship of occupations to each other.

3. Search the SRA Job Family publications, Occupational Outlook Handbook, and other occupational publications to seek information about people working at jobs in an occupational area to help set up a progression or hierarchy of jobs existing within the selected occupational area.

4. Interview a representative of a union and/or management to find out the kinds of things needed for job progression...seniority, further skills, further education, etc...It might be well to show here that not every job has mobility--no career progression (doctor).

5. List, debate, or discuss the kinds of things that hinder or help progression.

6. In discussion, use the resources in the room... parental occupational areas, what occupational area did the furnishings in the room come from.

Objective: Determines whether preferred occupations require high levels of geographic mobility.

Rationale: Students may not be aware of the fact that many jobs require mobile workers. All students should understand the term "mobility" whether it be horizontal, vertical, or social.

Enabling Objectives: Accurately define mobility and be able to discuss it with peers, parents, teachers, and future employers.

Identifies a number of jobs that require mobility and discusses or writes about the degree of mobility required for each of these jobs.

Describes the degree of mobility required for the preferred occupation; how this mobility affects the success of the job and his attitude toward this mobility.

Identifies the factors that make it possible for a person to be mobile.

Assesses the socio-psychological effects of mobility on himself and family.

Innovative Teaching-Learning Experiences:

1. Have each student define and discuss horizontal, vertical, and social mobility. Each student should express his own attitude toward the concept as it relates to occupations. The attitude may be pro or con; however, it is important that the student decide if he would be willing to take a stand on the issue.

2. Each student should identify jobs that require mobility. The student should see the relationship between jobs that require mobility and those that do not; i.e. local firms vs national firms; small firms vs chain stores; retail firms vs manufacturing firms, etc.

3. Have each student discuss the term mobility with parents and have these parents relate the need for mobility in their jobs and their attitudes toward moving. Report findings in the next class discussion.

4. Have each student seek from printed sources and persons in the preferred occupations information about mobility in case of a transfer. Discuss what happens when a worker refuses to accept transfers.

5. Discussion of the kinds of things individuals gain from remaining in the same community, from participation in local government, social groups, business ventures, church groups and adaptability.

6. Present a case study of a family that moves frequently; for example, a man and wife with three children--one in high school, one in elementary school, and one preschool--move 11 times in 3 years. What problems would take place? What determines where you live? (home, family, job, relatives?) Which is most important? Rank the factors and discuss compiled ranking by the class.

OBJECTIVE: Demonstrates awareness of the fluid nature of the occupational structure by identifying possible changes.

RATIONALE: The career pattern is dependent on the durability of an occupation. Students must recognize the need to be flexible and plan on continuous change.

ENABLING OBJECTIVES: Identifies factors which influence occupational change in his preferred occupational field.

Identifies possible changes in preferred occupation.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Generate a list of obsolescent occupations. Have students investigate nature of the occupation and examine why the occupation is no longer needed.
    a. Use resources such as an old Dictionary of Occupational Titles, and old newspapers.
    b. Investigate obsolescent terms such as a "gandy worker" in the railroad industry.
2. Interview parents, relatives, and neighbors and look for changes in their occupational history. Look for patterns of change because of the fluidity of occupations.
    a. Team teaching, farming, etc.
3. Innovate future jobs in their own communities; in rural areas; and in large cities. Who will fill them?
4. Analyze why an industry didn't succeed/contrast with a future operation.
5. Search newspapers for evidence of occupational stability or instability.
    a. Make a scrapbook of articles as evidence.
6. Small groups brainstorm to identify factors which influence occupational stability.
7. Student select his preferred occupations through selected readings, interviews; project the future stability of those occupations.

Objective: Compares immediate rewards with long term rewards in several occupations.

Rationale: Jobs offer three basic kinds of rewards, economic, intrinsic, and status. Each of these rewards come at different stages in various occupations. An awareness of this reward structure is essential to realistic career planning.

Enabling Objectives: Identifies values he attaches to different kinds of rewards.

Identifies the immediate and long-term rewards of his preferred occupation (s).

Identifies his rewards in several selected occupations for comparison purposes.

Innovative Teaching-Learning Approaches:

1. Have students describe what they want from a job or their work. Individually rank their wants according to importance. Develop a group composite. Class discussion of individual values.

2. Have students survey others (eg. parents, teachers, workers, etc.) to determine how they rank various rewards.

3. Have students determine economic, intrinsic, and status rewards of various occupations at different levels within the occupation. Graphically chart the attainment levels and patterns at five year intervals in work life. Use as a basis, his preferred occupation (s) and other occupations. Resource material might include Occupational Outlook Handbook, Bureau of Labor Statistics, survey of parents, businessmen, professions, etc.

OBJECTIVE: Weighs the economic rewards against the psychological rewards in considering preferred occupations.

RATIONALE: A realization that in finding satisfaction in the world of work, one has to be cognizant of the extrinsic and intrinsic rewards. These satisfactions might vary as the individual matures.

ENABLING OBJECTIVES:

Identifies the psychological rewards available in various occupations and in his preferred occupation.

Considers the importance of psychological rewards and the importance of economic rewards.

Discovers the different values people place on psychological rewards and economic reward at different life stages.

Perceives how his own evaluation of psychological and economic rewards may change with maturity.

INNOVATIVE TEACHING LEARNING APPROACH:

1. By role playing a group of students can demonstrate the reactions they received from people they know in the types of rewards the worker gets. For example, the student may only see the material aspect of ownership of a home, car, recreational equipment, etc. But by using one's imagination the student can try to gain a sensitivity to other rewards that are less obvious.

2. Taking as many personality traits as one likes - such as extrovert-introvert, and listing the types of rewards that appeal to these types of characteristics. By comparing as the student see these different types of personalities he then can compare himself as where he would feel more comfortable.

3. By following through with the second learning approach mentioned above (This would act as a readiness technique), the student could write a projected resume of his values as he would picture himself first at two years in the future, then five years, and probably ten years hence. Considering his family status as he matures maybe more realistic plans will be ventured.

4. Having students observe movies, tv, and films to gain an insight into rewards in various occupational areas. Then being careful to show both sides of the issue, have small group discussion on the psychological rewards and the economic rewards shown.

Suggested list of problems to be presented in a small group for problem solving:

Case Problems

1. Davy Jones has been on the job for a period of four years in his present mid-management position. Though he was qualified and ready for a promotion, when the opportunity came up a short time ago, another man was promoted over him.

Even though the promoted man did not have the qualifications Davy thought he possessed. How would you handle the situation if you were:

Davy?
The promoted man?
Upper management?

2. Susie started out in sales in a large retail department store with aspirations of being a department manager someday. After a period of time, Susie found she did not like meeting customers on the sales floor. She requested a transfer to a non-selling area of the store even though her performance on the sales floor had been quite good.

   If you were management, what would you do with Susie?

BROAD INSTRUCTIONAL GOAL NO. III:

Explores the psychological meaning of work and its value in the human experience.

Objective: Assesses the contribution of a wide range of various occupation to society.

Objective: Analyzes the value which society places upon personal endeavor and achievement in light of his own values.

Objective: Begins to formulate a concept of his place, obligation, and destiny in society.

Rationale: Each individual in an interdependent society has a responsibility to provide for himself as well as others he accepts responsibility for, to make a contribution to the maintenance and improvement of society. Within the society are opportunities to gain for himself and to contribute.

Enabling Objectives: Recognizes that he has a role in society and takes steps to develop that role.

Accepts financial responsibility for himself and moral responsibility to society.

Recognizes the need to accept responsibility and/or provide for significant others.

Develops a vision of his potential future life in the world of work.

Innovative Teaching-Learning Approaches:

1. Have student make a follow-up study of one former student in his school to determine how he has found his role in society. Use of school yearbooks could be helpful in identifying students to contact.

2. Have students debate the meaning and truthfulness of the constitutional guarantee of : "life, liberty and pursuit of happiness."

3. Have students debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

4. Ask students to attend the movie, "The Private World of Harry Frigg" and then discuss the effect upon others of Harry's role and status.

5. Have students make up two budgets. The first one should be his own present needs and income. The second one should be a hypothetical one for a family. Obtain the assistance of his parents and teacher to see the differences in financial responsibility of each.

6. Have students give brief oral reports on a study of recent year designates of *Outstanding Young Men in America* to get impression of how one achieves a place in society.

OBJECTIVE: Cites examples of how society is benefited by the willingness of individuals to utilize their abilities in vocational tasks.

RATIONALE: The young worker may feel it makes little difference to society if he uses his abilities on the job or not. As a consequence, he may be developing very little feeling of self-worth through his job. Knowing of specific instances where society has benefited from a person's willingness to use his abilities, may serve as a motivational force for the worker to examine his own abilities and attitudes to see how he, too, can contribute to society through his work.

ENABLING OBJECTIVES:

Identifies people who have and have not made contributions to society through their work by willingly using their abilities.

Determines the resulting gains or losses to society because they have or have not used their abilities vocationally.

Describes the self-image of people who have or have not used their abilities to contribute to society vocationally.

Identifies contributions student himself could make to society through his work.

Describes how a willing, cooperative attitude can benefit society.

Analyzes his own attitude regarding his responsibility toward society.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Look for illustrations from real life of people who have contributed to society through their work. They should look particularly for examples of ordinary people from all walks of life. Sources: Readers' Digest, biographical reference books, people they know, relatives.
2. Find examples from history of people who either did not use their abilities or misuses their abilities vocationally. Project how the course of history might have been changed if they had used these abilities constructively. Divide into groups and then determine which group comes up with the most thorough, logical and original projection.
3. Have students interview a person in their community they feel has made the community a better place to live. Look for attitudes this person has towards others and himself.
4. Discuss this idea with their parents and then bring to the class illustrations of both types of people referred to in first objective. Try to determine how each person feels about himself.
5. Approaches 1-4 might be implemented in a variety of ways; general class discussion with each student responsible for making a contribution; a debate as to whether making contributions through work to society adds to your feeling of self-worth or not.

6. Write a theme in which the student describes an incident in his own life where he has done a good job which he feels benefited someone else in some way. Include his feelings and reactions. What was his attitude toward doing the job?

7. Have each student talk with people on at least two different jobs, asking them how they feel their particular job benefits society. Students might choose a job they are interested in for themselves. Share information through class discussion.

8. Have students go through want ads and point out contributions that could be made to society by the worker on each job.

9. Prison inmates might be used as resource people to talk to young people about their own lives in relation to using their abilities vocationally to benefit society.

10. Interview people on skid row. See how they feel about using their abilities willingly on a job.

11. Have students attend the Amateur Inventors Exhibit (?) presented at Redwood Falls, Minn. They could visit exhibits, interview people, and draw conclusions as to how these inventions can benefit society. They should also look for the kinds of attitudes these people have about themselves and work.

12. Discussion on attitudes: Do you see it as being important to do your best on a job? How do you feel about doing an honest days work for an honest dollar? What effects do lying about while you are absent from work or pretending you are sick have on yourself and/or society in general?

Objective: Affirms and demonstrates the conditions that are essential for a balanced and productive life and the part that vocation may play in the overall scheme.

OBJECTIVE: Identifies work as a principal instrument for coping with and changing man's environment.

RATIONALE: Mans environment can be changed. One of the best ways of changing man's environment is through the work situation.

ENABLING OBJECTIVES:

Recognizes that man's environment can be changed.

Recognizes that each person must cope with the environment around him.

Identifies ways the environment has been changed in the past.

Determines ways an individual could help change the environment.

Identifies ways in which an occupational group could change an environmental situation.

Objective: Distinguishes between work as acceptance of employment (with the primary objective of securing the income it provides) and career which carries with it a whole series of expectations.

Rationale: Many students look at work as a source of income with no particular career objective in mind, yet, many jobs carry certain requirements which reflect employer/employee expectations. Students should be made aware of these requirements. In this way, early work experiences become more meaningful in terms of total career development.

Enabling Objectives: Identifies the differences between the terms work and career.

Describes career patterns of several of the occupations of his choice.

Identifies entry level jobs related to his career goals.

Distinguishes the differences in being interviewed for a part-time job and for a full-time career job.

Innovative Teaching and Learning Approaches:

1. Have the class discuss what they feel is the difference between the two terms, work and career. (Can be done in English class, (word meanings), Sociology, etc.).

2. Have a speaker who is established in his career, talk to students about the development of his career pattern. Also, have him relate the relationship between his early career experiences to later career development.

3. Have students do a card sort of what they feel is important in an ideal job and compare the results with a card sort they will do on the satisfactions in a part-time job they have held. (Refer to Minnesota Studies on Work Adjustment to get the dimensions of job satisfaction.)

4. Have a class discussion on what the group feels are the proper entry level jobs for their career goals.

5. Have students interview "experts" (present workers in areas of interest, personnel managers, counselors, etc.) to find out what entry level jobs would aid in reaching their career goals.

6. Arrange a business or industry tour so that students can see job progression within a particular company.

7. Have a local personnel manager come to the school and identify for the students the job progression within his company and discuss career opportunities.

8. Have students analyze jobs within a job family and identify entry level vs. higher-level jobs within that grouping. (Sources: Occupational Outlook Handbook, Dictionary of Occupational Titles, Community resources, etc.).

9. Have students role play an interview of students looking for work and one interested in a career. Have students or local personnel people decide which of the two students would be hired for the job being offered and state their reasons for feeling this way.

10. Have a personnel manager conduct a role-playing interview in the classroom. Have two students, one looking for part-time work and the other looking for full-time work. Have the students point out the different things that are looked for during each type of interview.

Objective: Appraises the social worth of work performed at different socio-economic levels.

Objective: Values work not alone for what it affords in consumption of goods and services, but for the intrinsic meaning it makes possible for him.

OBJECTIVE: (reworded) Has a concept as to how the meaning of work changes - for example from an economy of scarcity to an economy of abundance.
Examines the changing meanings of work, as in times of abundance or in times of scarcity.

RATIONALE: Students should have a concept as to how the meaning of work changes. This should lead to a personal consideration of the meaning of ones own vocational choice. Students should realize the possibility of having a personal philosophy of work that may be different or even in conflict with the philosophy of work of a person in different circumstances.

For example, an older person is apt to be more interested in security while younger workers may be more ready to take risks and be most interested in opportunities for advancement.

For example, a person with less formal education may be most interested in immediate financial returns while those in the process of formal education are more apt to think in terms of long range goals.

ENABLING OBJECTIVES:

Identifies periods of historical change from an economy of scarcity to an economy of abundance.

Identifies different parts of the same country which have experienced relative scarcity or relative abundance at a given period of time.

Defines an economy of scarcity and an economy of abundance.

Recognizes that the meaning of work may differ between persons depending on the extent to which they experienced an economy of scarcity or an economy of abundance.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Distribute a list of "meaning of work" descriptions and have students consider each in an economy of scarcity and in an economy of abundance.

2. Have a student take the role of a radio or TV announcer reporting what has happened since an imagined sudden depression began, say a month previous.

3. Discuss what is meant by saying that "people in the present seek psychological needs rather than economic needs, as in the past."

4. Compare living conditions as shown in "Grapes of Wrath" and living conditions where the student lives.

5. Conduct a debate on such subjects as:
Work has lost a sense of dignity and purpose for individuals.
Changes which have occured in our economy have deprived individuals of becominginvolved in their work, for example, as when a worker did all the work from raw lumber to finished furniture.

6. Have students bring to class for display a want-ad section from different parts of the country for a given data. Compare job opportunities and analyze economic factors.

7. Have an older person visit the class and compare the meaning of work as he observed it long ago to the present.

8. Have a young worker visit the class and tell the advantages and disadvantages of his present employment. Later have class discuss meaning of workers job as worker perceives it.

9. Have students interview a number of workers in the old age bracket as to what work factors are most significant to them and survey a number of workers in the young age bracket with the same question and discuss results in class.

Objective: Identifies the changing meanings of work.

Rationale: Work means different things to different people. As culture changes, the meanings of work change.

Enabling Objectives: Defines what work means to him at the present time and what it will mean in the future.

Evaluates meanings of work for people in a variety of occupations and job settings.

Recognizes that the meaning of work will change in terms of time and occupation.

Innovative Teaching-Learning Approaches:

1. Role-playing: Have students place themselves in an occupation or job setting and relate to the group what work means to them (eg. doctor, machinist, teacher, technician, etc).

2. Role-playing: Have students place themselves in different life-style situations (eg. financially independent, status seeker, economically deprived, etc.) and relate the meaning of work as they think these situations call for.

3. Have students ask parents what work meant to them in different stages in their working lives and what work might mean to them in the future.

4. Class survey of sister's and mother's occupations. Discuss meaning of survey findings in comparison with the history of women in the world of work.

5. Have a personnel worker speak to the class on changes over many years within his company (eg. jobs, job requirements, company policy as it affects these jobs, etc.).

6. Conduct a survey of community employment in terms of sex and average age range of workers. Make some analysis of what work is likely to mean to the majority of workers or to workers in different age groups and the two sexes.

Objective: Summarizes the ways in which his preferred work contributes to the welfare of mankind.

III-13

Objective: Obtained information about the way which his preferred occupation might affect his community and family life, his residential or geographic mobility, his type and amount of leisure-time activities.

OBJECTIVE: Discusses the extent to which he is free to move among the three possible choices: work, play, creative leisure

RATIONALE: In our economy of abundance the individual is able to vary the proportion of work, play, creative leisure that will make up his life style.

ENABLING OBJECTIVES: Differentiates between work, play, and creative leisure.

Obtains information about how various occupations will accomodate different proportions of work, play, and creative leisure.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Select list of activities. Have students classify according to work-play-creative leisure. Discuss results in terms of how these activities vary in classification.

2. Have students select three occupations of interest to them. Research these occupations in terms of time available for work, play, creative leisure. Students could interview or survey people in these occupations. Collect data from several people in same occupation. Have discussion about differences.

   a. According to sex.
   b. Are there any patterns for a given occupation?
   c. What do we give up when we change the proportions of work-play-creative leisure?
   d. Relationship between work-play-creative leisure and
      1. Income
      2. Social Status
      3. Job advancement
      4. Standard of living
      5. Personal health
      6. Marriage-with or without children

3. Have students make a graph of work-play-creative leisure for various occupations--make comparisons.

4. Have students prepare a budget of the balance between work-play-creative leisure in their life style--compare with those they have found in occupations of interest to them.

Objective: Employs his leisure time in ways that are meaningful to him.

Rationale: Some jobs do not satisfy all of an individual's psychological needs. Many psychological needs may be satisfied through leisure time activities. The student should be able to find some way of balancing work and leisure so that they both aid in personal life adjustment.

Enabling Objectives: Balances work and leisure to aid in personal life adjustment.

Evaluates the use of his time in terms of the meaning it has for him and makes realistic plans to use his time as effectively as possible.

Identifies psychological needs not satisfied on the job and the ways these needs can be met in other activities.

Innovative Teaching-Learning Approaches:

1. Explore and discuss the meaning of such terms as work, job, leisure, and play. Have students give examples of various activities and how they may be classified according to the above terms (eg. mowing the lawn may be work and leisure time activity, both). How much leisure time does a person have?

2. Have students chart the leisure time activities of an adult worker. Have students chart their own leisure time activities (considering school their job). Discuss how the identified leisure time activities complement their job (school) requirements. Have students evaluate the use of their time in terms of the satisfaction they receive and how these activities contribute to personal development.

3. Have individual students list a number of leisure time activities that would be meaningful to them if they were employed in their preferred occupations. May want a person in that occupation to see the list and verify its realism.

4. Have teachers in all subject matter areas identify leisure time activities that are subject matter related (biology--collecting, identifying, etc.). Teachers develop lists of activities and programs.

5. Have student rank several kinds of leisure time activities in terms of the value of the activities to them. By publicly affirming these values, they learn how other students value the activities thereby clarifying their own values.

6. Call in experts (professional and/or local--recreation director, park board members, etc.) to discuss the value of leisure time activity in a person's life. Have experts identify leisure time activity available in the community. Include adult education as well.

OBJECTIVE: Considers the work contribution of woman to be as socially significant as that of man.

RATIONALE: The role of women in the work force has been undergoing considerable change since World War II. The trend is toward more women working and also more equality on the job. In the past, there has been somewhat of a double standard in that women's work was not judged by the same standards as men. This attitude also is changing, implying that women's contributions are as significant as men's. An awareness of this trend may help both men and women to work together more effectively and with more understanding.

ENABLING OBJECTIVES: Determines attitudes toward work of women, as compared to men working on the same job, prior to and after World War II.

Analyzes this changing trend of woman's role in society and its significance to society and the individual.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Have the class prepare a set of questions to use for a survey of attitudes toward women women working. Each member of the class would then be responsible for interviewing a specified number of people in different age brackets. The class would tabulate the results and analyze their findings. Interview both men and women.

2. Bring to class illustrations of women in the community working at jobs comparable to men's jobs.

3. Have a panel of women who are working in a variety of fields discuss the changing role of women in their fields.

4. Have students write a theme describing how this changing role of women working may affect their future lives. For instance, how does the male view the female worker in the future; or how do girls see themselves in the working role in the future.

5. Have girls visit a company where there are women employed. Following the visit, have them discuss the importance of women on certain jobs as they observe them working.

6. Discuss the problems men have working with women supervisors.

7. Interview several personnel managers in regard to problems created by women working and how management deals with these problems.

8. Have students discuss their own attitudes toward women working. This could include a discussion of how cultural values may influence their attitudes toward women working.

9. Have students read and discuss Sex and the Single Girl, and other books, magazines articles, newspaper articles, etc., relating to women in the world of work.

Objective: Acknowledges that many women will need the stimulation and rewards of an occupational role in addition to a family role.

Rationale: Girls of high school age do not tend to think of themselves in terms of entering the labor market. This often results in a lack of effective career planning and causes the girl to think only in terms of herself as a short-term employee until marriage.

Enabling Objectives: Assesses the need of women for an occupational role.

Identifies reasons why women work.

Affirms the need for girls to make vocational plans and prepare for careers.

Innovative Teaching-Learning Approaches:

1. Ask those who have working mothers to raise their hands. Have these students interview their mothers to determine why they are working. Also have the students determine the actual job title of the working mother. Write these on the board. Note that many of the occupations will be semi-skilled, low paying jobs. Have the students draw conclusions as to whether women should plan and prepare for a career.

2. Have your students interview women who are working in the community. Why are these people working? Can a woman always plan on a lifetime with a husband who will be a good provider? What satisfactions do women achieve from working situations that are not present in the role of homemaker.

3. Have your students interview male high school students to determine whether the expectations of males play a strong part in keeping women in minor occupational roles.

4. Assign the book, "The Natural Superiority of Women" by Ashley Montague. Have the students debate the question, "Are women naturally superior to men?"

5. Assign a role playing situation which includes a student's grandmother, mother, herself, and her own daughter. Each should stress the role of the woman in her own time. The person playing the daughter will, of course, have to use her own imagination in determining the role of the future. Structure the roles so that the changing historical role of the woman is emphasized.

Sources: Manpower Report of the President. U.S. Dept. of Labor. Washington: Government Printing Office, 1968.

BROAD INSTRUCTIONAL GOAL NO. IV:

Understands modern work organization and its agglomerate milieu.

Objective: Investigates and discusses the way in which management, labor, government and public dynamics interact to influence work life.

Objective: Demonstrates familiarity with those factors which stimulate or retard vocational opportunities (eg. the role of taxation, emphasis on production of consumer goods as opposed to capital goods, lending policies, etc.).

Rationale: There are many factors beyond the control of an individual which influence vocational opportunities. The student must be familiar with these factors so that in career planning, he may be able to enhance his own vocational opportunities.

Enabling Objectives: Identifies the factors in the American economy that affect job opportunity.

Analyzes whether the identified factors stimulate or retard vocational opportunities.

Innovative Teaching-Learning Approaches:

1. Group discussion of factors which affect vocational opportunities. Follow this with a summary activity such as, one member of each group presenting the findings of his group to establish a corporate list of these factors.

2. Have students analyze their compiled list of factors and describe, first, the positive effects of the factor and then, the negative effects on career opportunities.

3. Ask each student to find one occupation that is now, or is becoming obsolete and attempt to establish the reasons for this change in vocational opportunity. Sources suggested: parents, businessmen, industrial workers, census occupational data, DOT comparisons.

4. Have school counselor discuss changing career opportunities with the class.

5. Where possible, visit two industrial plants in one day. One of these should be of the non-automated type and the other a highly automated type in order to observe the contrast in career opportunities in each plant. Have students record their observations and discuss them.

6. Have students interview employment service people to gather information about changing career opportunities as they have observed them. The students are to write this up as an article for the student newspaper or put out a one-time paper for all students in the school or class.

OBJECTIVE: Determines how businesses structure the authority of specialists and their relationship with each other.

RATIONALE: Specialists are frequently in positions of responsibility because they are competent in a certain field. A young person will be able to adjust to a work situation, and to his place in it, more easily if he understands the functions of these specialists and their places in the organizational structure.

ENABLING OBJECTIVES:

Compares typical organizational charts and describes differences and similarities between them.

Investigates the responsibilities of a variety of specialists to understand their positions more fully.

Describes the placing of various specialists in the organizational structure and their relationships with others in terms of functions.

INNOVATIVE TEACHING LEARNING APPROACHES:

Bulletin boards or organizational charts showing the placing of specialists and line-staff relationships.

Class discussions of business structure including organizational terminology (e.g., names of positions with similar functions differ from company to company).

Specialists as resource speakers.

Field interviews with specialists.

Oral and/or written reports concerning these interviews.

Required reading (e.g., Everett Sloan: My Years with General Motors)

Have students construct organizational charts based on personal experience and develop specification lists for positions indicated in the charts. Identify the responsibility of specialists and the qualifications necessary for the specialists to assume these responsibilities.

Objective: Debates the benefits of patterned behavior in a social institution as against the advantages of individual initiative.

Rationale: When a young person enters the world of work he is confronted with situations where he is expected to conform or follow behavior patterns of others. On the other hand there may be advantages in using his own initiative in determining what his behavior will be. He should be aware that in any organization there may be conflicts between expected behavior and his individual pattern of responding.

Enabling Objectives: Identifies the choice to work in a conforming situation or a work situation based on discovery through individual initiative.

Observes the differences in freedom in various school, college and work settings.

Evaluates the need to work with a congenial group, to be an intrinsic part of the functioning of the group, to be needed and welcomed by the group as important aspects of the satisfactory job.

Innovative Teaching-Learning Experiences:

1. Open up a discussion by presenting examples of cheating in school and cheating on the job. Discuss the reasons for cheating and how it affects behavior of the group and their productivity. Take a survey on the prevalence of cheating, attitudes toward cheating, and the variety of ways people cheat. Have students read and discuss the article about Air Force Academy students cheating. Discuss.

2. Use the film from Guidance Associates, Pleasantville, N.Y., entitled "Teenage Values the Choice is Yours." Discuss.

3. Discuss the Old Gold TV commercial--Be an individual or be one of the crowd.

4. Read the Hawthorne Study--Experiments at the Hawthorne Plant of the Western Electric Co. It may be found in any popular social psychology text. Weigh the advantages of workers conforming to the production standards of the group versus producing to the limit of ones capacity.

5. Read Behavior in a Selling Group by George Lombard (Harvard University Press) and discuss the differences in the expectations of managers and the performance standards the sales people set.

5. Examine and discuss ways an individual may influence power structure. Identify whether the influence is along the lines of formal or informal power.

a. For example, what effect is evident in the politics of "who you know" as a means of achieving a certain goal.

6. Help students to use factors below as a means of attaining power.

a. Position, e.g., an elected officer of a club is automatically a student council member; department manager automatically sits on the executive board of the organization.

b. Personality, e.g., being good looking, outgoing, aggressive, may influence selection of cheerleader.

c. Money, e.g., corporation officer is selected as chairman of local community festival.

d. Knowledge, e.g., an "A" student is selected as chairman of Science Fair demonstration; skilled student in industrial arts is selected as "foreman" of float committee.

7. Examine the effect of the customer on power structure. (e.g., choosing an experienced worker over young worker).

8. Examine the symbolism used to identify power (e.g., "white coats" in medical services, titles, carpeted office, and other physical facilities of work situation).

9. Discuss the implications of power structure and how it may be misused (e.g., smaller departments may resist changes in the business organization; unions and their power upon an organization such as requiring a manager to go to the foreman instead of directly to the worker; threat of a teacher strike to force school board to negotiate on smaller class size).

10. Use newspaper to identify local units of power within the community (Y.M.C.A., American Legion, D.A.R., P.T.A., Minority Group Organizations).

11. Analyze power structure in several kinds of institutions:
    a. Send a student committee to legislature to interview an experienced legislator and a new legislator.
    b. Send a student committee to school, agencies, etc., to determine power structure.
    c. Analyze the electoral college with respect to power structure.

12. Assign readings in resource books (e.g., Floyd Hunter, Community Power Structure, Doubleday Paperback A379; C.W. Mills, Power, Politica and People, Viking Press.

OBJECTIVE: Assesses the effect of power structure on the role of a worker in a work situation.

RATIONALE: For effective vocational development, it is necessary for the worker to recognize his limits of responsibility and/or freedom to determine his own work role. Further, it is desirable that the worker be able to examine the positive and negative effects of different levels of authority upon his work position.

ENABLING OBJECTIVES: Defines "power structure" so as to be aware that it exists and is functioning everywhere (home, school, business, clubs, etc.).

Identifies both formal and informal power.

Identifies the power structure of several work situations.

Distinguishes the effects of power structure on a variety of occupations within a particular organization.

Recognizes both formal and informal power influences as well as overt and covert lines of communication.

Examines the relationship of the worker's attitudes toward his job and the subsequent effects upon the power structure of the total organization.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Identify power structure through use of a chart. (Appendix contains both power structure and flow charts which may be used to delineate organizational power structure. Flow chart may be used to describe flow of authority, responsibility and lines of communication.)

2. Divide class into small groups (6-10). Assign each student a position that may be in effect in a business organization. Request the students interact in regard to a business problem (e.g., assignment of vacations, proposed raises, worker complaint, etc.). Following this, have students discuss the effects of power each position may have held in regard to resolution of the problem. Also, discuss any hidden influence which may have been evidenced (e.g., "playing up" to a particular position of higher authority).

3. Chart and discuss power structure of school's student body. Examine and discuss both formal and informal influences of power. Discuss both open and hidden lines of communication among students. (Example in Appendix).

4. Arrange for a beginning worker to visit class and discuss the effects of power structure on his particular job situation. Also discuss the effects of unions, employee organizations, etc., in conjunction with both the informal and formal power structure of the business.

13. Examine the effects of power structure on special groups such as direct salesman, administrators, etc. Discuss the role of women and informal power. (e.g. reluctance of business, education, etc. to place women in positions of authority. In contrast identify influence of wife in helping husband to attain power).

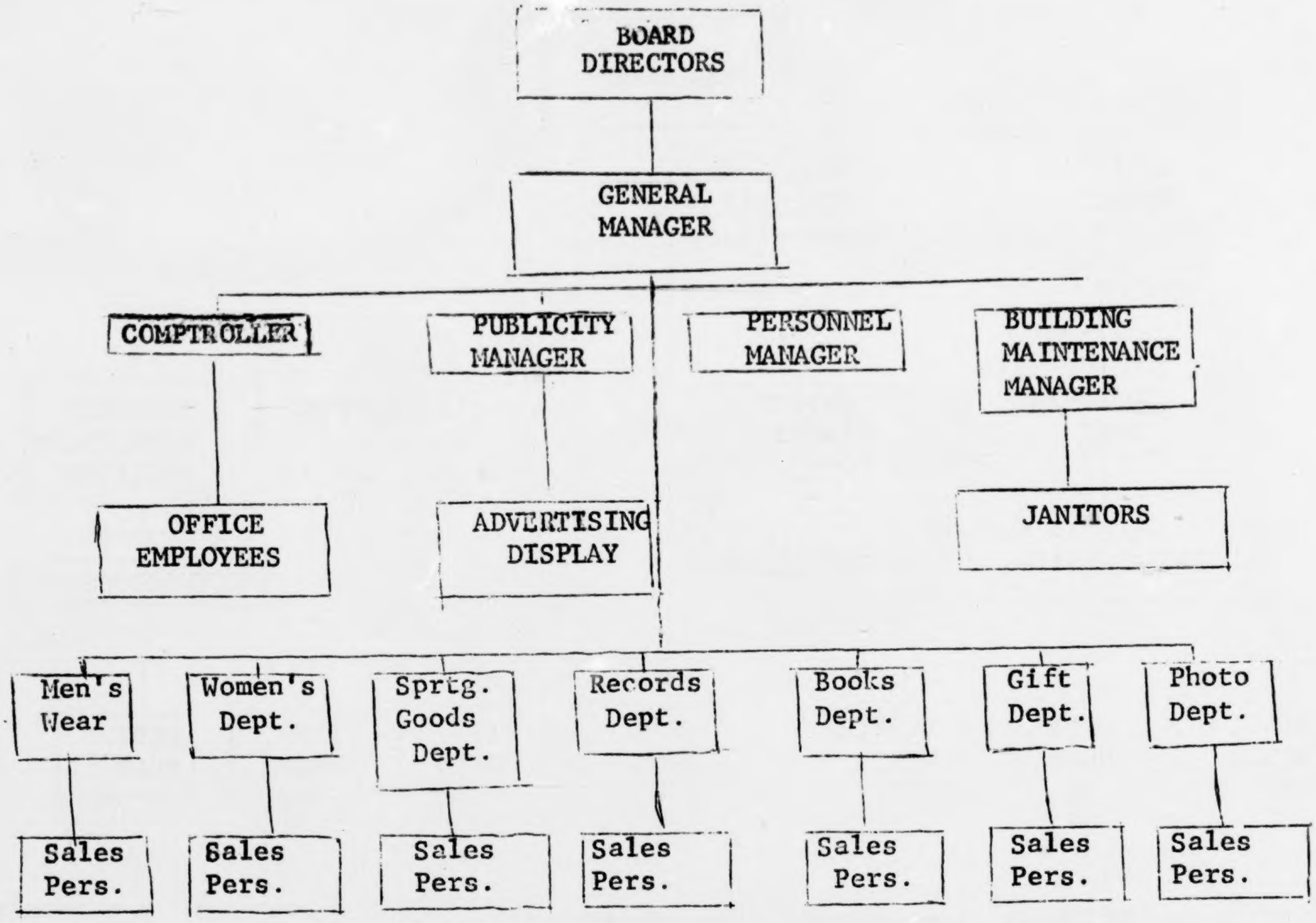
14. Use simplified form of sociogram in classroom in terms of influence of each student.
    a. Assign a task requiring class to decide a certain course of action (e.g. where to have class picnic). Discuss and reach a solution.)
    b. Distribute 3x5 cards and have students identify student who was most influential in the decision.
    c. Plot on sociogram (sample in Appendix).
    d. Examine for high influence; have that student(s) share with class the factors which he feels causes him to be a high influencer.
    e. Discuss ways in which students may increase position of influence or power.

15. Utilize club activities to examine which students have most influence (e.g. on a selling project). Examine how much each person participated and their effectiveness. Discuss what each person could do to change (e.g. personality factors.)

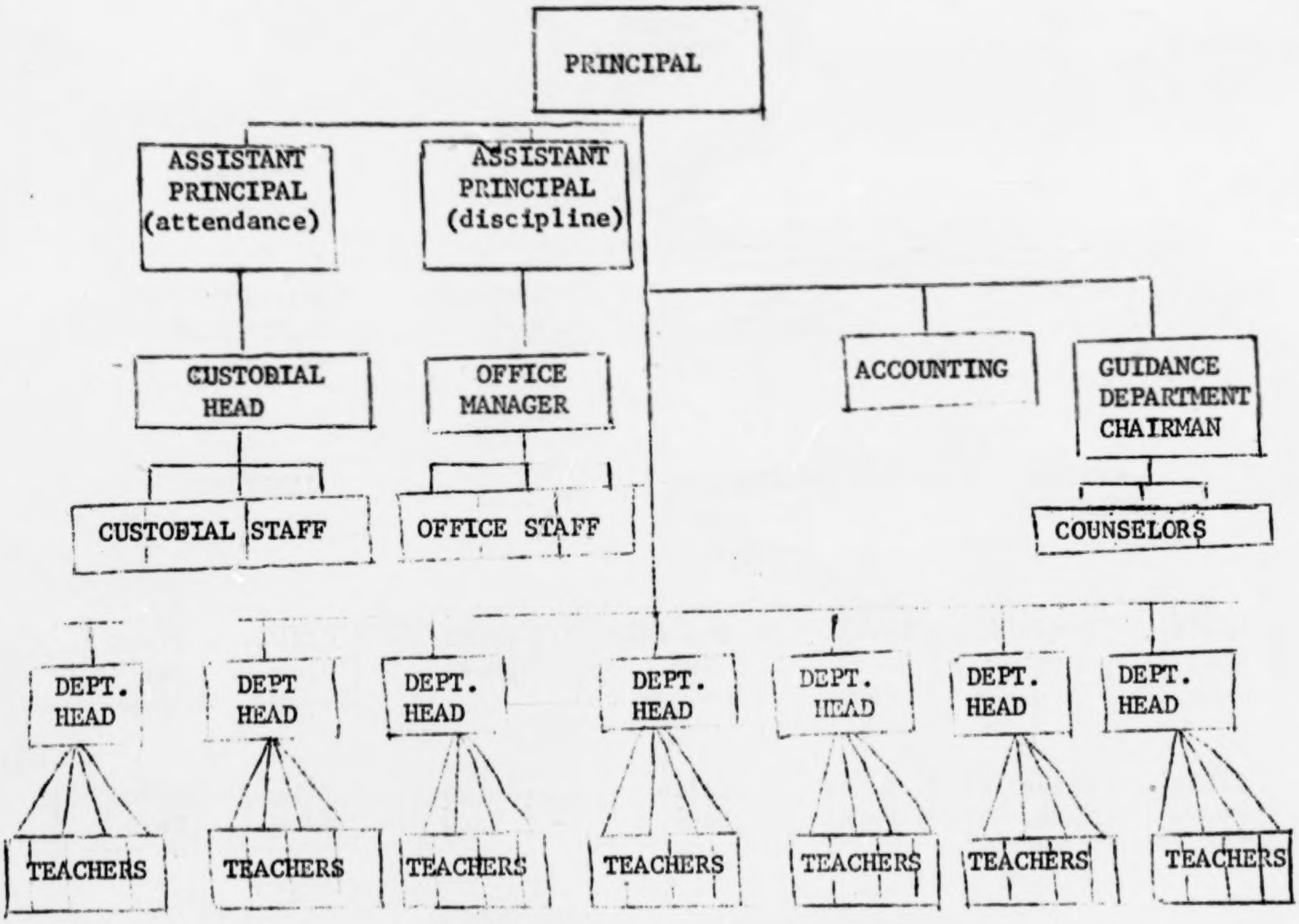
APPENDIX

SAMPLE MATERIALS FOR LEARNING ACTIVITIES
OF OBJECTIVE IV. 5

Formal Structure: Organizational chart for Departmentalized Retail Store

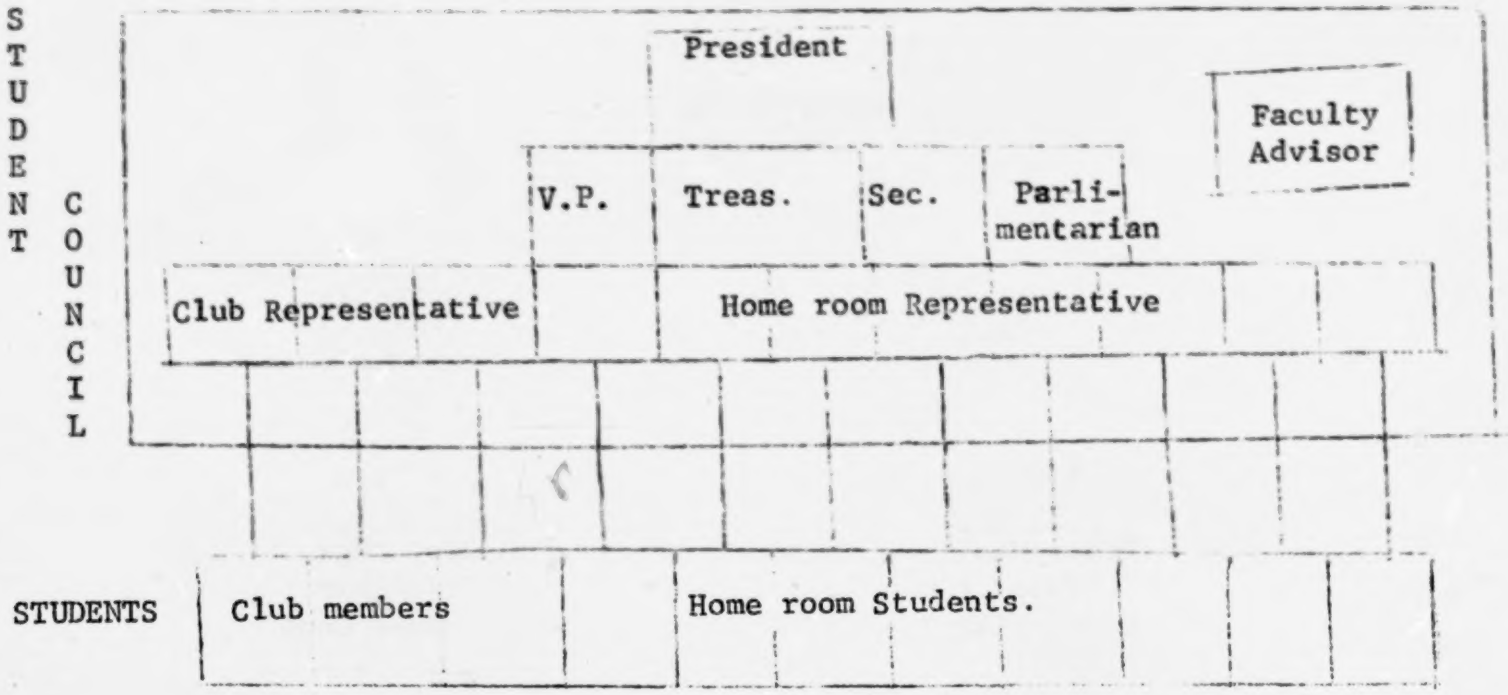

BOARD DIRECTORS
GENERAL MANAGER
COMPTROLLER
PUBLICITY MANAGER
PERSONNEL MANAGER
BUILDING MAINTENANCE MANAGER
OFFICE EMPLOYEES
ADVERTISING DISPLAY
JANITORS
Men's Wear
Women's Dept.
Sprtg. Goods Dept.
Records Dept.
Books Dept.
Gift Dept.
Photo Dept.
Sales Pers.
Sales Pers.
Sales Pers.
Sales Pers.
Sales Pers.
Sales Pers.
Sales Pers.

Formal Structure: School


PRINCIPAL
ASSISTANT PRINCIPAL (attendance)
ASSISTANT PRINCIPAL (discipline)
CUSTODIAL HEAD
OFFICE MANAGER
ACCOUNTING
GUIDANCE DEPARTMENT CHAIRMAN
CUSTODIAL STAFF
OFFICE STAFF
COUNSELORS
DEPT. HEAD
DEPT HEAD
DEPT. HEAD
DEPT. HEAD
DEPT. HEAD
DEPT. HEAD
DEPT. HEAD
TEACHERS
TEACHERS
TEACHERS
TEACHERS
TEACHERS
TEACHERS
TEACHERS

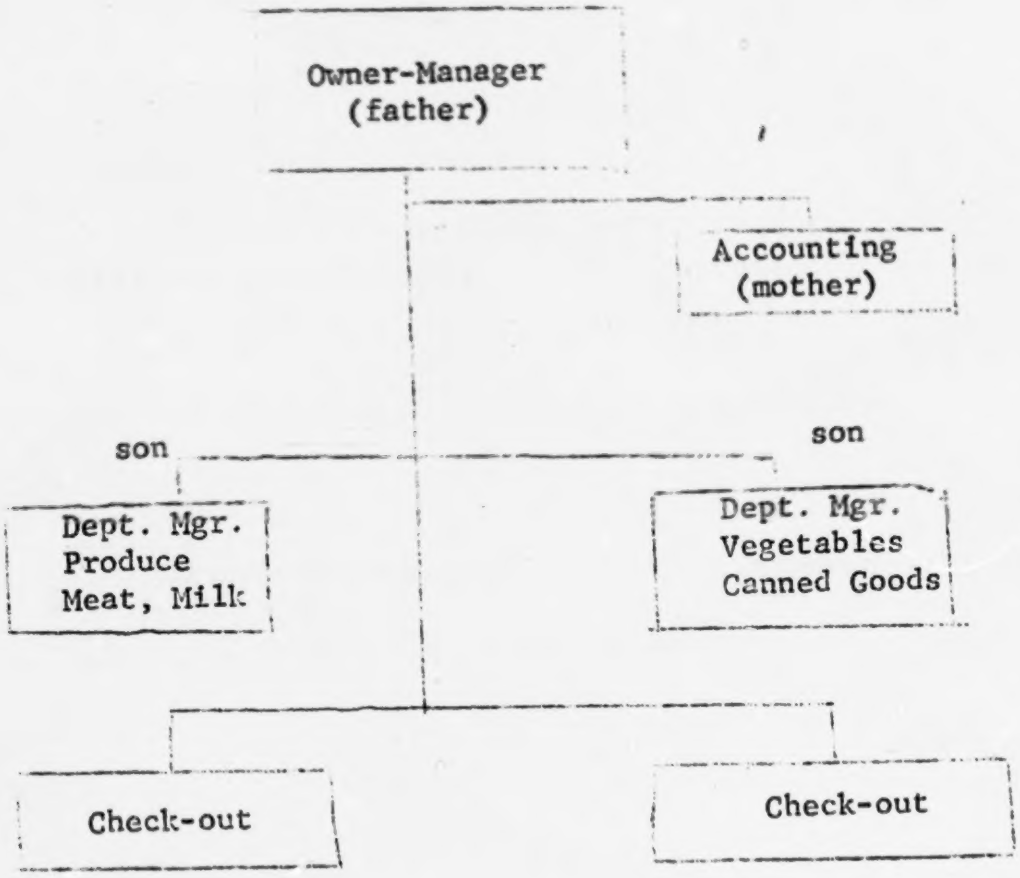
IV-5
Activity #1

Formal Structure: School Organization


STUDENT COUNCIL
President
Faculty Advisor
V.P.
Treas.
Sec.
Parlimentarian
Club Representative
Home room Representative
STUDENTS
Club members
Home room Students.

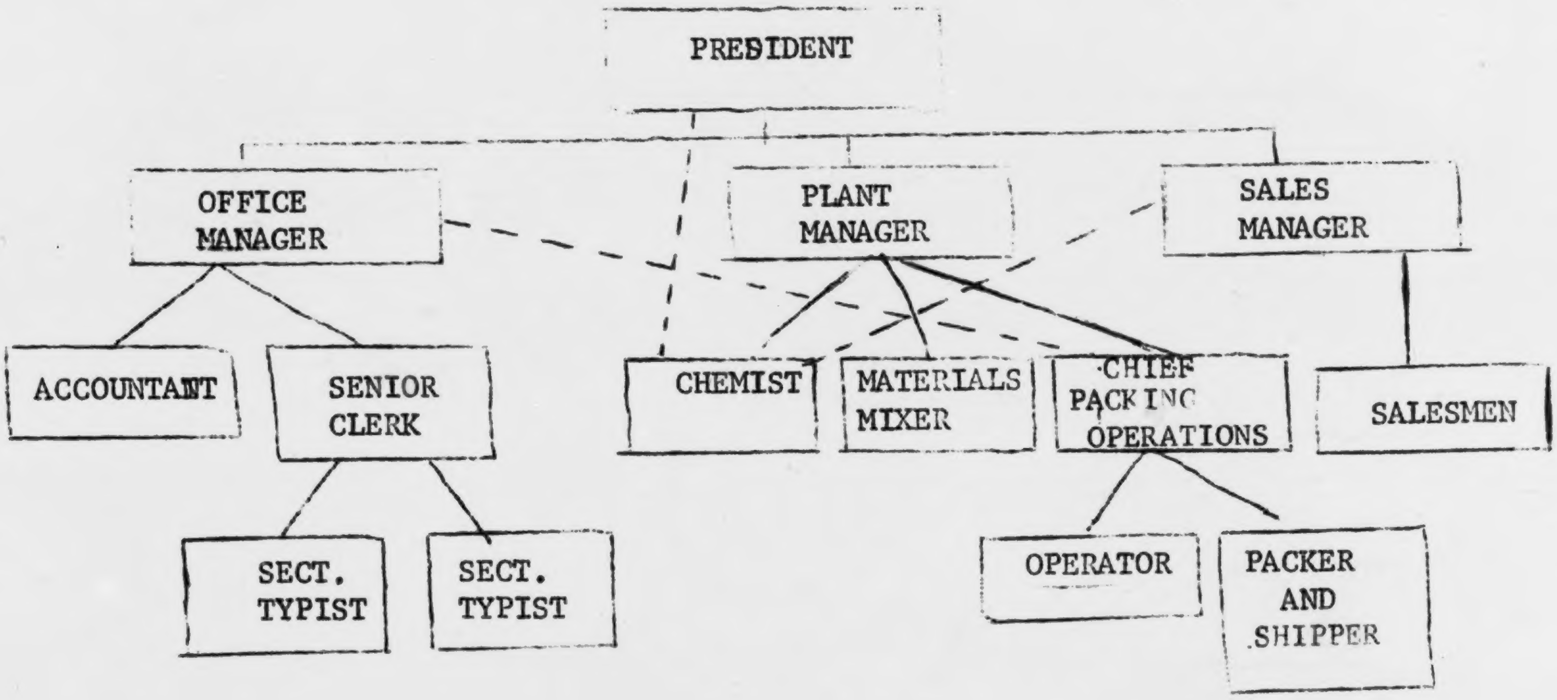
IV-5
Activity #1

Formal Structure: Family Grocery Store


Owner-Manager (father)
Accounting (mother)
son
son
Dept. Mgr. Produce Meat, Milk
Dept. Mgr. Vegetables Canned Goods
Check-out
Check-out

IV-5
Activity #3

Appearance of "Informal Structure"


PRESIDENT
OFFICE MANAGER
PLANT MANAGER
SALES MANAGER
ACCOUNTANT
SENIOR CLERK
CHEMIST
MATERIALS MIXER
CHIEF PACKING OPERATIONS
SALESMEN
SECT. TYPIST
SECT. TYPIST
OPERATOR
PACKER AND SHIPPER

-------------------Informal Structure

——————— Formal Structure

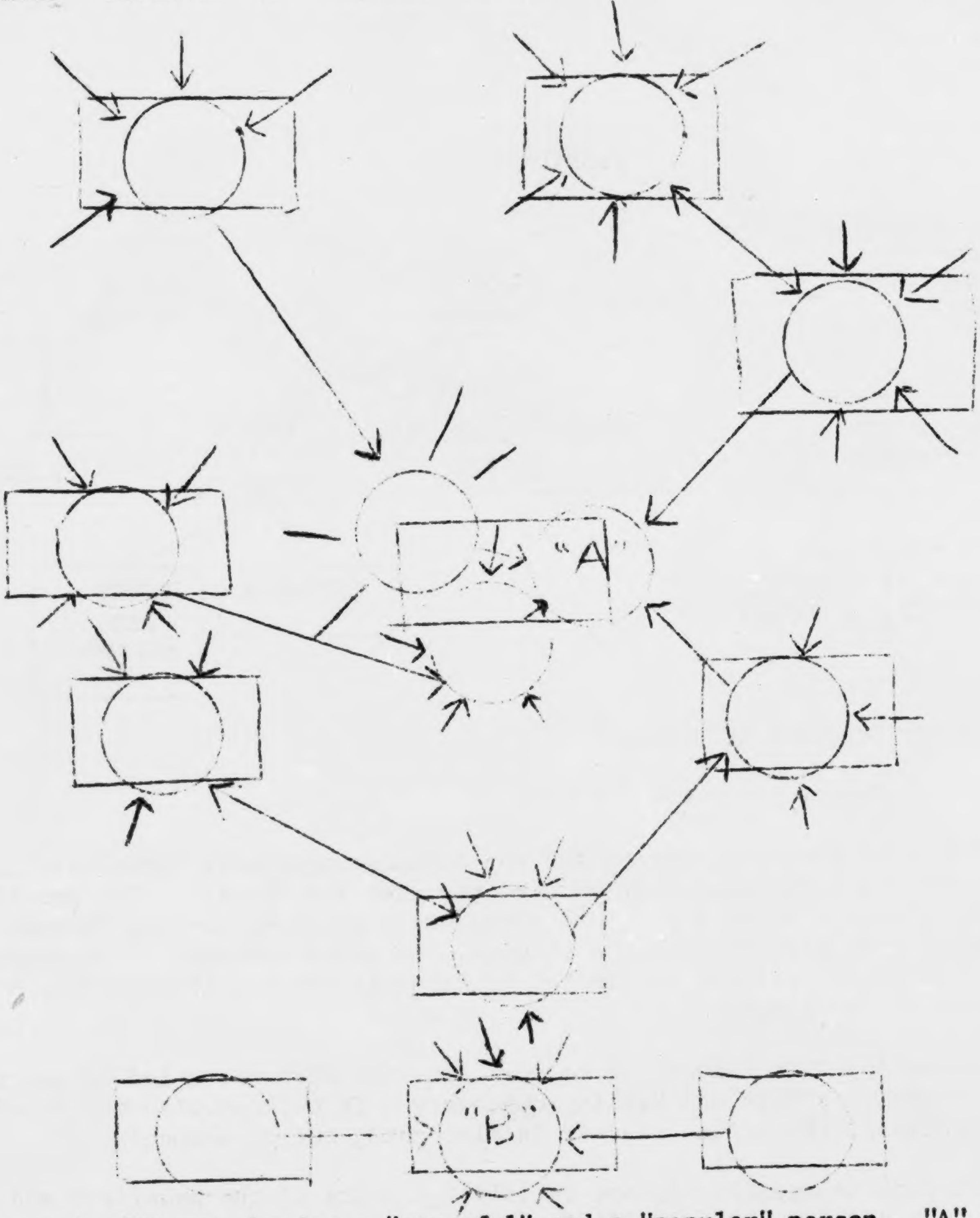
Both the president of the organization and the sales manager were interested in product development and therefore worked directly with the chemist. The president is going out of channels since the formal structure prescribes working through the plant manager. In working with the chemist, the sales Manager is assuming a function not formally assigned to him but he takes it because it satisfies his interest in product development.

The office manager found it convenient to work directly with the chief of packing operations in handling orders and billing customers. In working with the chief of packing operations, the office manager is also going out of channels.

The formal structure apparently did not satisfy the wants of the president and the sales manager, nor did it make for efficiency in matters concerned with orders and billings. Under the circumstance, and informal structure developed which had little relation to the formal structure.

An informal organization can sometimes reveal weaknesses in an organization and suggest wants in members not satisfied by their roles as formally defined.

SOCIOGRAM: "Powerful" vs. "Popular" person



Sociometric diagram showing a "powerful" and a "popular" person. "A" is directly chosen by four individuals who in turn are chosen by many others both inside and outside their groups. "A" is in a highly influential position though "B" is more popular being chosen by seven individuals. "B" is less influential since those who chose "B" are not themselves chosen.

Objective: Examines and discusses the effect of different kinds and degrees of authority upon the power structure within the work situation (e.g., economic control, administrative power, educational development, technical proficiency, and interpersonal abilities).

Rationale: The young person starting in a new job may give the impression of resenting authority or resisting the power structure, or he may appear overly conforming because of a feeling of powerlessness. The problem, frequently, is in not understanding how authority and power are structured.

Enabling Objectives: Distinguishes between formal and informal power structures.

Explains why individuals are given authority and control.

Analyzes the power structure in a specific work situation.

Innovative Teaching-Learning Approaches:

1. Have students draw upon an organizational chart showing the formal power structure of a firm which employs workers in his preferred occupation. Have the student interview a supervisor or manager to determine the kinds and degrees of authority attached to various positions in the firm.

2. Ask students who are employed part-time to draw an organizational chart of the firm which employs them. Have the students identify the reasons why supervisors, department managers or certain individuals in the structure are given authority.

3. Have students form a corporation or firm to carry out a fund-raising project. Before electing officers and assigning functions and responsibilities have them determine what qualifications the positions require. At periodic times during the project, have the students analyze who is exerting influence in the group decisions and why these individuals are able to lead the group.

4. Ask the students to determine the kinds and degree of authority associated with their preferred occupation. They should analyze and describe what qualifications the person must have to be given the authority or power required by the occupation.

OBJECTIVE: Cites examples of social and economic laws, regulations and/or customs which legislate the individuals activities in the work situation

RATIONALE: Almost all work situations have some laws, regulations, and/or customs governing some of the activities of the person on the job. The young worker may be able to make a more realistic selection of an occupation if he is aware of these regulations, etc. and the reasons why they came into being. Such an awareness might help him to develop a more understanding attitude toward these activities and ultimately improve his performance on the job.

ENABLING OBJECTIVES:

Identifies government regulations at all levels (local, state, and federal) relating to age, hours, kinds of work allowed at different ages, etc.

Identifies regulations within a company which affect the work activities.

Analyzes how organized labor has affected individual activities in the work situation.

Analyzes the effect of professional ethics in governing work activities in business and professions.

Identifies local customs or the expectations of society which have an influence on the individual's activities in the work situation.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Use a variety of newspapers, trade journals, etc. for example of how unions set limits or define what people do on the job. Compare what these sources have to say about the union's role in the work world.
2. Write to the Dept. of Labor or Commerce for information on regulations for entry level jobs.
3. Bring in a labor-relations man and/or union official to inform the students of the roles government, management, and unions play in regulating work activities on specific jobs.
4. Interview parents as to opinions on labor unions. Discuss these ideas in class.
5. Bring in a guest speaker from business (such as from an advertising agency), or from professional organization to discuss the code of ethics for their particular group.
6. Compare company regulations by use of handbooks from various companies (e.g. Prudential, Electric Company, etc.) They could follow this up by making a handbook of their own for an imagined company.

7. Think of examples of regulations on the job that have nothing to do with efficiency but must be carried out. (e.g. white shirt and coat in some offices.)

8. From a taped interview try to determine what some of the social pressures are on job activities.

9. Get contributions from class as to social pressures they have experienced as part-time workers. Discuss different pressures they might experience as full time workers.

Objective: Explains the interdependency of all workers and work talents in contributing to the general economic welfare.

OBJECTIVE: Disavows the traditional concept of division of labor by sex through knowing the developments which have reduced its importance.

RATIONALE: Occupational opportunity applies equally to men and women. Labor market barriers which were previously based on sex discrimination are in many cases no longer important.

ENABLING OBJECTIVES:

Gains insight into the fields of endeavor that he did not previously consider to be feasible or applicable to men or women.

Acknowledges women's needs for advancement, responsibility, recognition, and achievement in their careers as well as men's needs.

Analyzes occupations in terms of what restrictions, if any, are truly realistic and inherent in the training because of sex.

Identifies fair and equal treatment as a condition for employment satisfaction.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Discussion of kinds of jobs traditionally held by women, or men. Where have they crossed lines? Is this changing? Are opportunities equal for both sexes?

2. Debate about equal salaries for equal jobs.

3. Enumerate developments which have changed women's role
   a. Increasing mechanization of routine and physically heavy work
   b. General development of household equipment.
   c. Planned parenthood
   d. Child care facilities
   e. Acceptance of training institutions of female (or male) trainees.
   f. Public change of attitude towards women in men's roles.

4. Citing examples of women now encroaching into what were considered men's fields (and vice versa)
   a. increased mobility, access to transportation
   b. creation of many new jobs which women can do
   c. changed philosophy towards wife's working by husband

5. Citing examples of occupations where women (or men) are not accepted.

6. Discussion as to whether women are really equal, whether this is not a "woman's world".

7. Cite examples in business of special hiring practices.

8. Illustrate and discuss how jobs affect dress (women wearing slacks, for example)

9. Role-play having men apply for jobs traditionally held by the women, and vice versa.

10. Discuss the change in competitive athletics with the new role of women.

11. Have a woman from the business world talk to class about problems she encounters in gaining acceptance, moving ahead, etc.

12. Discuss the pros and cons of universal conscription.

BROAD INSTRUCTIONAL GOAL NO. V:

Possesses an awareness that the individual's role in work is tied to the well-being of the community.

Objective: Demonstrates in his vocational planning an interest in contributing to society in ways that go beyond his effectively performing job requirements and meeting his financial obligations.

Rationale: Social organization depends both on economic stability and sound human relationships which provide the spirit motivating community growth and action.

Enabling Objectives: Analyzes the relationship between social contributions made through work and through personal involvement in family and community affairs.

Appreciates the importance of community organization.

Defines his role in relation to community growth and activity.

Acknowledges the implication of sound vocational planning and the individuals ultimate personal contribution to the community.

Innovative Teaching-Learning Approaches:

1. Buzz sessions and report. Group discussion-discuss various jobs and their contribution to maintaining a healthy society.

2. Group discussion--discuss how an individual may contribute to society in ways not related to job or work.

3. Panel or lecture and discussion--invite local members of community (president or active members of service organizations such as Lions, Rotary, JC's, councilman, mayor, schoolboard member, etc.) to discuss relationship of service organizations or individual service to the community welfare.

4. Individual or small group--survey the number and type of service groups in the local community,

5. Individual--Students analyze their own talents and abilities in terms of the type of personal contributions they might make to school and community affairs.

6. Individual or small group--analyze community needs and plan and discuss ways and means of making improvements. (recreation--business, etc.).

7. Case study--demonstrate how a planned vocational program identifies and coordinates individual talents and abilities toward effective action (consider a well planned program vs. a poorly planned program and economy of time and effort).

(Possible resource, Carl Rowan's series on small communities in Minnesota published in early 1960's.)

Objective: Debates the appropriateness for our time of the ethic of fair exchange versus an ethic of cooperative giving without any promise of return.

Objective: Examines the issue of how work in America can help to overcome the poverty in which the majority of mankind is steeped.

Objective: Identifies with a wide range of communities and attaches to the simultaneous memberships varying degrees of weight in accordance with his own tests.

Objective: Analyzes the extent to which individual welfare is dependent upon the well-being of all people in the society.

Rationale: Although the individuals welfare is dependent upon his own abilities, initiative, and effort, his welfare is also affected favorably or unfavorably by the general well-being of the community in which he lives.

Enabling Objectives: Recognizes the effect of the local and national economy on individual well-being.

Identifies the characteristics of individual and societal well-being.

Analyzes the relative influence of individual ability, effort and environmental conditions on human well-being.

Examines the effect of economic and social disparities in human well-being.

Innovative Teaching-Learning Approaches:

1. Have the class discuss the causes of riots, wars, and crime and the parts played by individuals. Discuss effects on individuals.

2. Have parent or grandparent discuss with the class the effect of the great depression on human well-being.

3. Have students study the lives of highly successful individuals and examine possible effects on their success of differing social and economic conditions.

4. Have student group discussion about what they consider to be characteristics of their personal well-being.

5. Have students develop a chalkboard list of ways in which their student group could enhance the well-being of people in their community.

Objective: Investigates and describes how an individual's social roles in the community are influenced by the work he does and how well he does it.

Objective: Gives examples and analyzes the courses of unethical and illegal practices in the business community (e.g., antitrust violations, collusive bidding on government contracts, private deals with suppliers in a flagrant conflict of interest, etc.)

Objective: Analyzes the extent to which business operates on the principles of individual self interest or social responsibility.

Objective: Analyzes the extent to which unions operate on the principle of individual self-interest or social responsibility.

Rationale: Unions will play a large part in many of the jobs students will be holding or that they will come in contact with. Therefore, the student should realize that society is subject to change and that reactions between labor and management is one way these changes will occur.

Enabling Objectives: Defines the two terms self-interest and social responsibility as he sees them and be able to relate them to one another.

Identifies ways that unions serve socially useful functions, and ways in which they work toward their own self-interest.

Analyzes how different job settings will affect personal interpretations of union philosophy in terms of self-interest and social responsibility.

Innovative Teaching-Learning Approaches:

1. Bring a guest speaker or help organize a panel on the self-interest and social responsibility contributed to the community by unions. (Panel members may include union stewards, workers trying to enter a union job, union presidents, etc.).

2. Same as #1 only a management panel on the self-interest and social responsibility contributed to the community by unions.

3. Have the student listen to the two guest speakers or two panels and evaluate what they feel is the extent of self-interest and social responsibility contributed by unions to the community.

4. Have students analyze local teachers' salary negotiations in terms of individual self-interest as opposed to social responsibility.

5. Have students role-play negotiations of a union/management dispute (research the community to get proper examples).

6. Have students debate the topic "Unions Should Function in Terms of Their Own Self-Interest." (Take student volunteers to take part in the debate.)

7. Have students organize a union within the classroom (teacher as union manager) to see what part self-interest and social responsibilities play in union operations. (Can be used in Industrial Arts, Math, and Social Studies as well and may want to run this activity over a long period of time such as one quarter).

* May want to include public service activities.
** May want some rules such as class must negotiate but cannot strike.

OBJECTIVE: Appraises the occupational role for it's potential as a source for humane expressions of self.

RATIONALE: Youth may, with a broadened concept of why people work, understand the many intrinsic and extrinsic values that work holds for the self and society. By doing so he may develop a greater appreciation for his and others efforts as useful contributions to a meaningful life.

ENABLING OBJECTIVES:

Examines how a vocational choice may be an extension of his personality characteristics, life style, and abilities.

Determines who is affected in the execution of his occupational role.

Examines how the self and people are affected when he carries out his occupational role.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Discuss the theory and psychology related to the concept that certain "types" of people "fit" some jobs better than others. (e.g. "you were born to be a salesman", etc.)
2. List the contributions his preferred occupation makes to individuals and to society as an expression of the self.
3. Interview people employed in his selected or preferred occupation to establish a list of contributions they feel they make and satisfactions they receive from the occupational role.
4. Divide the group into debating teams and debate the merits and contributions made by divergent occupations. (e.g. doctor vs. lawyer, carpenter vs. electrician, dentist vs. plumber, etc.)
5. Debate or discuss the theories that (a) all occupations have value and dignity or (b) all occupations and work serve a useful function in a given society.
6. Discuss the concept of work as a way of living and/or socializing, and as an integrated extension of one's self-concept.
7. Write a short description of how a person expresses himself with work or play activities. (apathetic, driving, competitive)
8. Review past work experiences and appraise them for potential as an expression of self.
9. Get new job experiences in summer or in co-op programs.
10. Draw comparisons between work and school as expressions of the self. Is school a parallel to other jobs?

BROAD INSTRUCTIONAL GOAL NO. VI:

Exhibits planfulness in striving to achieve occupational goals and objectives.

OBJECTIVE: Verbalize about and plans his current school experiences so that it fits into the pursuit of meaningful life goals.

RATIONALE: The young person needs to feel and understand that his school work has relevance to vocational goals and should be able to express ideas and needs so that he can plan his school experience.

ENABLING OBJECTIVES:

Distinguishes what school activities are helpful to meaningful life activities.

Explains to the instructor in what area he needs help and what is currently relevant.

Plans a logical sequence of learning activities.

Explains relevance of school offerings to his life goals.

Determines what is a meaningful life goal for himself.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Student observes an interviewer at an employment service when interviewing people to fill a job which is in direct relationship to the student's career interests.
2. Conference between coordinator, student, training sponsor and counselor compiling a list of ways the school can help the student.
3. Submit a plan of projected school activities and defend its worth to his counselor or coordinator.
4. Students spend one day with a beginning worker, one with a mid-management worker and one day with a top-management person in an occupational field related to his career goal.
5. Video-tape faculty defending the subject they teach in relation to the academic surrounding and the work world.
6. Interview a teacher of a subject area in relation to projected life activities and the relevance of the subject for adult life.
7. Personnel director visit class and explain importance of school experiences in evaluating applicants. (e.g. value of participation in school activities.)
8. Fill out an application form and prepare a personal data sheet.
9. Have students write a paper on "My Life Goals," read several anonomously to the class and discuss what the writer might plan to achieve those goals.

Objective: Selects a job which holds potential for contributing to his long range vocational development.

Objective: Validates the accuracy of occupational information he has received.

Rationale: Much occupational information reflects the biases of special interest groups and may or may not accurately describe the occupations.

Enabling Objectives: Identifies criteria used for judging an occupation.

Distinguishes between criteria which is valid and that which is not.

Innovative Teaching-Learning Approaches:

1. Review, discuss, and compare occupational films which promote various occupations. Identify the emotional content. Identify the factual content. (Contact the Trade and Professional Associations for film lists on occupations. Also might consider using the Ted Conant film, "Hey, What About Us?" available from University of Minnesota Audio Visual Extension Service.)

2. Have student collect and assemble occupational information and consider the biases and special interests of the authors and publishers.

3. Read "Death of a Salesman," discuss the occupational image presented and compare it to reality.

4. Analyze and study the basic motivating factors used in advertising, i.e., emotional appeal--emphasis on good, minimizing bad.

5. Discuss how attitudes are affected by information which appeals primarily to the emotions. (consider implications).

6. Have students present an occupational recruitment talk (i.e., promote or sell) to the group using various promotional and advertising techniques. Have the group discuss the effectiveness of the presentation and sort out the facts from the promotional content.

OBJECTIVE: Seeks information about what skills are needed to get a preferred job.

RATIONALE: A young person investigating job preferences should be aware of the different types of skills (entry, advancement, maintenance skills) needed to adequately perform various jobs in the work world.

ENABLING OBJECTIVES:

Evaluates his potential for learning skills in occupational areas of interest to him.

Recognizes that different jobs require different skills, many of which can be learned prior to entering the labor market.

Assesses the skills he already possesses.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Examine the section of the DOT and other occupational literature that lists the skills needed for the jobs in their interest areas.
2. Give the GATB and/or other aptitude tests and have them evaluate classroom and standardized test achievement to determine their ability for learning skills needed in their interest areas.
3. Visit the actual job sites and observe workers using the skills needed for employment in desired occupations.
4. Interview workers who perform the skills in a vocational choice of the student.
5. Seek films and A.V. materials showing skills in various occupations.
6. Visit the vocational-technical schools.
7. Utilize SIC classification -- activity.

Objective: Seeks information about how to get ahead on a job.

Objective: Identifies major obstacles or impediments which may affect educational or vocational progress (e.g. personal (ability, aptitude), situational (illness, finances,), or social (race, religion)).

Objective: Anticipates and prepares for change in career by identifying skills or knowledge utilized in the preferred occupation which may transfer to another.

Rationale: Research has shown that a series of occupational changes are likely to occur in the working lifetime of each worker. There are common elements which may be utilized in many occupations.

Enabling Objectives: Identifies the skills and knowledges utilized in his preferred occupation.

Reviews statistics on the probability of one changing his occupation during his life-time.

Identifies the skills or knowledge common to several occupations.

Innovative Teaching-Learning Approaches:

1. Have student determine what skills and knowledge is needed for his preferred occupation. Sources: Occupational Outlook Handbook, U.S. Employment Service, Private employment service, person employed in the occupation or his employer.

2. Have a guest speaker from the employment service to speak about the increasing number of workers who change jobs during their working lifetime.

3. Have students copy the list of knowledge and skills needed for a variety of occupations from the Occupational Outlook Handbook and compare them to determine the ones common to several occupations.

4. Invite as a guest speaker a person who has recently changed his occupation. Have him identify the skills or knowledge common to his past and present job.

OBJECTIVE: Projects a career plan which reflects an understanding of the principle that the satisfaction an individual obtains from his life work is related to the degree to which it enables him to implement his abilities, interests, values and other self-characteristics.

RATIONALE: Satisfaction in the work situation is closely related to the correlation between an individuals abilities, interests, and values and the work that he does. Understanding this concept will help the young person make a more satisfactory career choice in terms of his self-realization.

ENABLING OBJECTIVES:

Examines his abilities, interests, and values and applies them in choosing a family of careers.

Closely examines subgroups of these families of careers and chooses one which most nearly fits his self-characteristics.

Decides, after further study, on a career plan which best meets his needs in terms of satisfaction expected and reflects a willingness to be flexible.

INNOVATIVE TEACHING LEARNING APPROACHES:

Field interview with prospective employers. What are the qualifications desired of new employees?

A search of the Want Ads in a local newspaper to find out what is available.

Aptitude tests and personality inventories, etc.

Job observation (career day, etc.)

Use Science Research Associates outline of job families to identify occupational fields which match individual abilities, interests and values.

Have students construct a profile of their own abilities, interests and values, and then construct a profile of someone in their preferred occupation. Compare the two profiles, noting similarities and differences.

Objective: Demonstrates a commitment to the idea that he should have a plan for educational-vocational life by actually taking steps to formulate such a plan based upon sound information and selective use of resources.

Rationale: Students need to be made aware of the necessity for formulating an educational-vocational plan while they are still in school in order to make the best use of their individual resources. One indication of vocational maturity is that the individual has sought information about a chosen occupation.

Enabling Objectives: Identify the resources that provide help in educational-vocational planning. These resources may include the school counselor, teachers, parents, peers, college catalogues, and occupational information.

Identify the educational opportunities that will lead to the preferred occupation.

Innovative Teaching-Learning Approaches:

1. Obtain copies of college bulletins, area vocational schools, adult education schedules, etc. Have the student identify programs or courses related to his occupational goal or choice.

2. Investigate various occupations in light of the high school courses needed to qualify, or special training needed.

3. Organize a field trip to an area vocational-technical school to find out what opportunities for training are available.

4. Show film "Where the Action Is"--published by Milwaukee Area Vocational Technical Schools.

5. Have student identify with an individual already on the job the student seeks. Have student find out about the job duties and then apply for this chosen job.

6. Invite a speaker from the U.S. Employment Service to talk to the class about the services available for help in vocational planning.

7. Have students write for a career monograph or occupational information on the occupation of their choice.

8. Develop a laundry list of sources of occupational information on the chalkboard.

OBJECTIVE: Identifies factors which may have most relevance for his career decisions (e.g., work preparation and experience, employment trends, easy job, family pull, etc.)

RATIONALE: Many factors which affect an individual's career decisions are not recognizable or realistic, and are oftentimes not of equal value. To make rational career decisions a person must be aware of the factors which could affect that decision.

ENABLING OBJECTIVES:

Identifies factors that could have an effect upon career decisions.
Recognizes that some factors are more important than others.
Determines which factors will affect his individual career decisions.
Assesses possible ramifications of some possible factors upon his own career.
Evaluates relevancy of factors which may affect an individual's career decisions.
Recognizes that all factors do not have equal importance to all individuals.
Recognizes that factors will change in relevance.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Rank factors as to level of importance
   a. Ask students to list factors which they deem important
   b. Discuss the general relevance of each factor
   c. Add for discussion any factors which students might not have thought about.
2. Each student makes a set of cards with a factor on each which he sorts in terms of his own personal priorities.
3. Place factor profiles on board or screen pointing out commonalities. Compare and contrast.
4. Ask group to individually name the one factor which they consider to be of most importance in choosing a career. Discuss.
5. Write down stereotypes of preferred occupations listing factors which students feel most affected their career decision.
   a. Discuss what may have been the real reason for the person entering that particular occupation.
      Example: Someone entering sales.... the common assumption might be assumed to be the factors of money or chance to travel. Investigation proved person just wanted to get away from his home situation.
6. Use card sort of factors. Have a person in the selected occupation do the sorting. Then have students also do the card sorting the way they believe the factors would be. Then compare and contrast.

Possible Factors
(from *Vocational Guidance and Career Development*, Peters and Hansen

1. Financial reward
2. Need for security
3. Variety of duties
4. Good working conditions
5. Ability to do job
6. Knowledge of the job
7. Opportunity for advancement
8. Social prestige
9. Friendliness
10. Travel and excitement
11. Need of education
12. To achieve a goal
13. True interest in work
14. To benefit others
15. Satisfaction
16. Happiness
17. Enjoyment

7. Do a Job Interview. Have the interviewee do the card sort of factors.
    a. Discuss why the number one factor was placed in that position
    b. Explain why some factors were not as important
8. Use a Case Study Approach asking students which factors are really relevant to this person's career decision
9. Let students develop their own Case Study.

Format for Case Study

I. Superficial reasons for entering occupation
Example: Aspirations for a career as Major League Ball Player

II. Reasons for changing initial decision
Example: Didn't make the team

III. Reasons for moving into a new occupational decision.
Example: Interest in ball causes him to choose coaching

IV. Shock-reality experienced by individual upon entrance into real world.

V. Analysis of data pertinent to making the career decisions.

Suggested Additional Factors

1. Family pull
2. Employment trends
3. Work experience
4. Easy job
5. Family relationships
6. Identification with a role-model (realistic or unrealistic)
7. Work preparation
8. Attitudes
    a. towards people
    b. towards education
    c. towards authority
    d. towards selves
    e. towards work itself
9. Marriage
10. Religion
11. Abilities
12. Interests
13. Personal and family economics
14. Area economics
15. Physical condition
16. Selective service
17. Development of self-concept
18. Sex
19. Race
20. Power structure

Objective: Projects himself into future life-style or way of life associated with preferred occupation.

Rationale: Life styles may vary with career choice. Personal values may affect preferred life styles thus career choice may depend on personal values and/or life styles. (There are a variety of determinants of life styles such as income status, associates, family obligations, religious affiliations, etc.).

Enabling Objectives: Identifies factors which define what a life-style is (where you live, job, family, etc.).

Compares his preferred way of life with that of his preferred occupation.

Describes the life-style of his preferred occupation.

Conceptualizes the life-style to which he aspires.

Describes a variety of life-styles.

Innovative Teaching-Learning Approaches:

1. Have student spend a day with someone in his preferred occupation to find out how this person's occupation affects his life-style through interviews, observations, etc. The student may want to make a visit to the home and talk to other members of the family.

2. Have the student read Vance Packard's book The Status Seekers and locate information pertinent to his preferred occupation.

3. Have students classify occupations according to different life-styles associated with these occupations. (May want to use Vance Packard's book The Status Seekers as a reference.)

4. Break the class into small groups and have them work on a longitudinal case study of the life-styles that might go with occupations found in the local community. (May want to take jobs in line of progression giving each small group a part. For example, one group take salesperson, one a department manager, store manager, district representative, up to board of directors.) Have the small groups come together and put these life-styles together as a whole for one person and discuss. Students might want to follow this up by seeing resource people holding these jobs and comparing group findings with what is true according to this resource person.

5. Have the student examine the value people place on things and clarify his values at the same time. May want to use an importance scale and gather a group composite so the student can see himself in relation to the whole group. For example:

_____ Constant need for acceptance and approval of social group

_____ Sometimes need group acceptance and approval

_____ No use for group social acceptance and approval

_____ Feel need for independence from responsibility

_____ Neither independent or dependent

_____ Strongly dependent

______Seeks power and authority	______Likes to show authority and power at certain times.	______Avoids power and authority
______Makes contributions to common causes (eg. clubs, church, etc.)	______Sometimes contributes to common causes	______Never contributes to common causes
______Usually lives above means	______Sometimes lives above means	______Willing to live within means

OBJECTIVE: Critically evaluates the career advice given by significant others.

RATIONALE: Occupational advice from other people, particularly that from significant others, is filled with biases based on unfulfilled ambitions, dreams, fantasy, partial information, social status symbols, prejudice, etc. Many will also have objective and knowledgeable suggestions to contribute. A person in search of an occupation may make a more realistic choice if he determines whose needs are being met in the exchange of advice.

ENABLING OBJECTIVES:

Analyzes the psychology and frame of reference that affects the "good intentions" expressed in the advice from other people.

Evaluates and selects those bits of advice that he can productively utilize in making his vocational choice.

Recognizes why he may be strongly influenced by significant others.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Discuss in class suggestions made by friends and relatives about career choices.
2. Discuss why certain people are important to us and how this can cloud objective thinking.
3. Compare the merits of subjective and objective advice. Solicit advice from two significant others. Acquire primarily subjective feedback from one and objective (tests, grades, etc.) from the other. Discuss and report on the differences. How did you feel?
4. Role-play different "situational" exchanges that exemplify types of advice giving interchanges. (e.g. one person be the student and the others be the mother, father, uncle, teacher, counselor, etc.)
5. Debate how sound, realistic, or functional, advice is from different people. (Friends, professionals, parents, teachers, employees on the job, etc.)
6. Identify 3-5 significant others in your life and ask them what they think you should do for a career or job. Write up the different responses and compare.
7. Have a student role-play a false career ambition with different significant others, (a goal he feels is way out of line with reality.) Note their value systems as they come through in advising you. Write up and compare.

Objective: Describes his preferred occupation in terms consistent with occupational literature and real contacts with workers rather than a stereotyped conception.

Rationale: The student's image of a field of work is frequently affected by the presentation of a fixed settled form which he has perceived through impressions created by workers of past eras. These false conceptions may be related to the student by readings, advertisements, movies, TV, and social conventions.

Enabling Objectives: Presents the view of an occupation as it functions in the present day world of work.

Identifies several occupations within a field which may be suitable to his capabilities and interests.

Realizes that impressions of a job may be opinions of others.

Innovative Teaching-Learning Approaches:

1. Have a number of workers from previously stereotyped occupations such as plumbers, garbage disposal workers, janitors come in dressed up and see if the students can identify them. This activity might be patterned to the "What's My Line" TV show.

2. Study the following:
Poems: Whittier "Snowbound," Whitman "Glorification of Work"
Art: Country School Teacher, Gleaners
Music: Working on the Railroad, Minstrel Rhythms
Ads: Kelly Girls, Aunt Jemima
References: "Occupational Information: Robert Hoppock, "Bibliography Occupation Information" Gertrude Forrester

Discuss the misconceptions about the various occupations.

3. In Social Studies units such as the Industrial Revolution and Immigration, point out reasons for Irish policemen, Chinese cooks, Jewish independent business people, Scandinavian and German farmers--comparing past and present statistics.

4. Have counselors encourage student to enroll in classes preparatory for occupations which henceforth have been considered limited to one sex--girls enroll in shop, drafting; boys enroll in Home Ec, interior decorating, shorthand, office skills.

5. Arrange for placement of students in a working situation in the community to perceive the changed image of workers.

6. Students are given a list of usually stereotyped occupations. They are asked to write a paragraph describing the occupation of interest, giving their impressions. The teacher collects these writings. Then they are sent to the library and other occupational literature centers to investigate the occupation as described in writings dealing with the present world of work. They are asked to write another description after their investigation. The teacher then passes out the first writings and has the students compare and discuss.

7. Have students accompany fathers to work. Where there is no father figure in the home have a reservoir of other people by asking groups such as the

Kiwanis or Rotary Club to cooperate. Students may look for Critical Incidents and write up a learning experience. Upon return to the classroom have students discuss observations comparing them with previously discussed traits of the most stereotyped occupations.

8. Using Osgoods Semantic Differential Technique, make a list of adjectives describing the stereotyped occupation. Find as many jobs as possible which can be described in psycho-social terms.

Objective: Delineates the basis upon which the employer decides whom he will hire when he has a great many applicants for the job.

Objective: Makes explicit whether he seeks a work environment which allows for autonomy and individual achievement, or one in which his rewards will be physical, monetary or social, or one which satisfies some combination of these values.

Rationale: The degree of satisfaction an individual obtains from his life work is proportionate to the degree to which it enables him to implement his self-concept and values and to satisfy his outstanding needs. A sense of life goals and values must be achieved before occupational goals become truly meaningful.

Enabling Objectives: Clarifies his own values associated with work environment.

Evaluates work environment in terms of potentials for satisfying needs or values.

Evaluates his abilities for meeting the requirements of jobs in which his needs are satisfied and his values are met.

Innovative Teaching-Learning Approaches:

1. Administer a work-values inventory (work-values inventory by Donald Super available in experimental edition) and have each student analyze or verify his values as shown by the inventory. In the absence of a published test a simple ranking of values such as autonomy, achievement, physical activity, monetary reward, social contribution, etc., may be used.

2. Students select a work environment and write or give an oral report on why they would like to work in that environment. Have them rank or list the factors in order of their value and importance to them. Discuss the different rankings of factors by class members.

3. Analyze job requirements in his preferred occupation. Analyze own skills and abilities which relate to successful job performance. Predict changes for job success.

Objective: Identifies and utilizes available resources for obtaining information about occupational characteristics, requirements or employment data.

Objective: Communicates effectively to others about his vocational abilities, interests, and plans, orally and in writing.

Rationale: Students too often think that jobs are available for the asking. They fail to realize the importance of well organized thoughts about their own abilities, interests and plans and how they may help in obtaining employment. Students fail to understand that knowing what you can do, what you like to do, and when you plan to do it, helps both counselors and employers to make better vocational placements. And students don't realize that the person who gets the job will often times be the one who can effectively talk about his abilities, interests and future plans.

Enabling Objectives: Assesses what he has in his school files and their importance in job placement.

Identifies the kinds of information that employers seek and demand in writing when placing workers in jobs.

Analyze what abilities, and interests may be helpful in a given vocation.

Innovative Teaching-Learning Approaches:

1. Have school counselor come into the classroom and go over a "blank" cumulative file. After this presentation have each student make an appointment to go over his own file and ask questions about his own file. The coordinator discusses with the counselor and uses only instances which interest students.

2. Ask the students to bring their hobbies to class and discuss some of the aspects of why they have or like this particular way to pass the time. Ask questions such as, "What are some of the job opportunities that this hobby may be a help?" "Does this particular interest in this hobby indicate to you the type of work you may like to do?"

3. Ask the students in an English, Social Studies or business class to write a personal written resume on themselves and submit for a grade. The resume should include personal data as well as letters of recommendation, a picture, and any other helpful information about the student. Discuss the importance of such a folio.

4. Arrange with other faculty members to help you in role playing job interviews with the students.

Phase I--ask students to do a complete resume as above, complete an application blank, and then role play a job interview with you--followed by discussion.

Phase II

5. Have student complete the set "What I Am Today" and discuss each area in an open discussion with the class.

6. Have the class conduct a survey of employers to find out what kinds of information they need to make a decision on whom to employ. What kinds of questions do they ask an applicant? What information do they seek from the school or other referrals? What kind of information would they like to find on a personal data sheet or resume? Compile the results of the survey and use the information to construct personal data sheets and for students to give an oral report before the class on their qualifications for a preferred occupation.

7. Conduct a public interview with several students in the class asking them questions such as: What kind of work would you like to do? Why would you choose this line of work? What qualifications do you think you have? What preparation or education will you need for your chosen occupation? etc., etc. This gives the student practice in discussing these matters and helps him to clarify his values and interests.

Objective: Makes career plans which take into account the fact that technology and automation influence change and may create the need for transferable skills.

Objective: Knows and uses sources which provide information concerning the content and prerequisites of various educational and training courses.

Rationale: By knowing and using sources of information about the content and prerequisites of various educational and training courses the student is able to evaluate the investment required and select a more appropriate preparation program.

Enabling Objectives: Explores sources of information on occupational training.

Examines the content and prerequisites of various educational and training courses.

Innovative Teaching-Learning Approaches:

1. Tour the occupational library of the school to become acquainted with reference materials available. Obtain a bibliography of the available materials and provide a copy for each student.

2. Have each student compile a list of three sources of information on his preferred occupation.

3. Have students write to the professional or trade union or association affiliated with his preferred occupation asking for a list of requirements and accredited training institutions. For apprenticeable occupations, a list may be obtained from the state bureau of apprenticeship.

4. Have students collect information on the content of training programs by: examining catalogs, visiting schools, interviewing school representatvies or by consultation with their local school counselor.

Objective: Assesses own abilities and financial resources available to the educational requirements for preferred occupations.

Objective: Identifies sources of financial aid for further education or training and the requirements or restrictions of specific assistance.

Objective: Evaluates the quality of education, job training, or work experience in preparing for a preferred occupation.

Objective: Accepts responsibility for making occupational choices and moving toward goals.

Rationale: Helping the student to set up realistic occupational goals will enable him to make choices designed to move him toward those goals which should provide more productive and satisfying employment.

Enabling Objectives: Evaluates self (may or may not include testing) to develop a realistic self-concept preparatory to making career decisions.

Acknowledges the importance of making occupational choices and developing long-range goal plans.

Initiates his career plans by gathering and evaluating appropriate occupational information.

Develops occupational alternatives and predicts outcomes from the information he has evaluated.

Identifies his preferred occupation.

Innovative Teaching-Learning Approaches:

1. The student should do a self-inventory to get a better understanding of himself, his ideas, and his values. Seek out faculty adviser, review cumulative file, and administer whatever tools are applicable, (self-interest forms--Virginia Plan, SRA exercises, Kuder Preference, etc.). May want to work with counselor in the administering and evaluating of tests and test results.

2. Have the student choose and research one or more occupational area of his choice. Then, following the format of the TV program, "What's My Line?", have a panel of four students try to guess what the students occupation is by asking questions about that occupation. The rest of the class will act as the audience with the idea of becoming a member of the panel and contestants. May want to follow this up by individual discussion of information learned about certain occupations.

3. Hold a career night at school where people from the business community come to school to tell students and parents what is involved in their particular occupation. (educational requirements, type of work involved, etc.)

4. Have the student investigate the decision making process (through group discussion, decisions by experts, personal choice, democratic vote, etc.) and apply to his own occupational choices.

5. Have students interview workers in occupational areas of interest to him. He could also, through his interview and observation, write a job description of the occupation.

6. Help the student learn how to properly apply for a job and fill out an application form for further schooling or for work. May want to role-play a job interview situation. (Could bring personnel people from outside of school to add realism to situation.)

OBJECTIVE: Formulates an educational and/or training plan to prepare himself for a given occupational field or preferred vocation.

RATIONALE: The individual needs to consider the direction he will be traveling for his future by making long range plans with more immediate plans that will satisfy the long range goals.

ENABLING OBJECTIVES: Assesses one's talents and special abilities to enhance one's future with as little personal bias as possible.

Allocates time in which to meet these short range and long range goals.

Adapts himself to detours along the way if circumstances act as barrier to his goals.

Identifies various training opportunities and educational institutions which would help him move towards his chosen career.

Investigates on his own where he would best spend his training period, with the choice being his own responsibility.

INNOVATIVE TEACHING LEARNING APPROACH:

1. By consulting the counselor who has the individual's record as to past performance, the young person can understand the type of foundation he has laid out for himself, and if he thinks he should or could change these patterns.

2. Learning how to study, using one's time and energy can be discussed in a small group session. Organization of one's resources can form positive habits for the future.

3. In a sociodrama situation with a peer group, suggest possible barriers that could interfere with plans of a young man and of a young woman with respect to their preferred vocation.

4. Set up a tour of training institutions or training jobs by either using a brochure-reading approach or by actual visits to these pl to decide the best place for one's training.

5. References for possible use:
   D.E. Training Guideline
   Various company training guides
   Employment service outlines

Objective: Accepts that life in the future will become a matter of continuing education preparation for work.

Objective: Predicts his chances of reaching the level to which he aspires in the occupational area of his choice and can give good reasons for this self-evaluation.

Objective: Demonstrates the ability to identify information that should be included in a resume and/or application form.

Objective: Demonstrates through his own dress and manner the importance of personal appearance with respect to employability.

Rationale: The young worker may not be aware that employability may be judged by dress and manners and that this dress and manners varies from job to job.

Enabling Objectives: Identifies appropriate dress for preferred jobs.

Accepts values that others have about dress for their jobs.

Expresses through dress and manner his individuality and neatness.

Recognizes the reasons for dress codes.

Innovative Teaching-Learning Approaches:

1. Read appropriate fashion magazines.

2. Interview beauticians, make-up specialists, personnel managers, and other resource people to determine what is appropriate.

3. Observe persons working in preferred jobs to identify appropriate business dress.

4. Use prepared check lists from occupational education texts to prepare an appropriate check list for his preferred occupation.

5. Have student present a demonstration in class to identify correct and incorrect dress for his chosen field.

6. Evaluate by using an objective test, checklist, and class discussion of the demonstration.

OBJECTIVE: Assumes appropriate behavior for an employment interview.

RATIONALE: Possible employment and placement is based upon the impressions created during the initial job application. Positive approach through appearance and attitude are prime factors in the hiring decision.

ENABLING OBJECTIVES:

Distinguishes between proper and improper dress, posture, appearance in general, speech, etc.

Affirms importance of attitude and interest when making application.

Defines and delineates qualities employers will expect applicant to exhibit

Stipulates data necessary for applicant to bring to interview in order for interview to proceed.

Suggests follow-up procedures which might be appropriate.

Objective: Actively seeks information about rules, policies, and expectations associated with a given work task or work environment.

Rationale: Information about roles, policies, and expectations enables the student to make a more realistic choice of an occupation.

Enabling Objectives: Acknowledges the necessity of rules and policies associated with a given work task or environment.

Interprets rules, policies, and expectations of a specific work situation.

Gathers policy information on a given work task or environment.

Innovative Teaching-Learning Approaches:

1. Obtains a list of rules and policies of several firms and have students discuss them in small groups and analyze their effect on a given work task or environment.

2. Have students role-play membership on a corporate board of directors who are setting up the rules, policies and expectations for certain jobs within their firm. Do this in small groups and have a person from each group attempt to interpret these rules to the whole class acting as beginning employees with the firm.

3. Have two students role-play before the class the following situation: An employee has violated a series of company rules and the personnel manager must explain the reason or purpose of the policies and make a decision about the consequences of the employee's conduct. Have the whole class react to both roles. If available, a video or audio-tape playback would be helpful.

4. Have a grievance man talk with the class about common problems in an everyday work situation and follow this with a work supervisor explaining the attitude of management in grievance cases.

OBJECTIVE: Considers appropriate factors in selecting employers (e.g., advancement, company policies, salary increases and opportunities for growth.)

RATIONALE: Anyone faced with selecting an employer should consider all personal benefits that the company provides such as policies for advancement within the company, salary increase possibilities, insurance programs, and long term growth trends of the company.

ENABLING OBJECTIVES:

Assesses the value of fringe benefits as contributing factors to job satisfaction.

Analyzes the job from a broad base rather than to focus all attention on one or two factors such as salary or working conditions.

Assesses the monetary value as well as social and psychological value, associated with fringe benefits.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Interview a worker to discuss the fringe benefits that he receives from his job.

2. Obtain handbooks and annual reports from various companies to compare their policies in respect to advancement, employee benefits, future growth, etc.

3. Compute the fringe benefits of a typical company into the actual cash value and make a list of the social and psychological rewards provided through the company.

4. Arrange a panel discussion of managers and union leaders to discuss the benefits offered to workers in their companies.

5. Organize a team of students to represent management's position on company policies and have them debate this position with a group representing future or present employees of the company.

6. Work out a check list of all items that a student should consider in making a decision as to who should be his employer.

Objective: Selects potential employers and locates suitable job opportunities.

Rationale: Students of high school age often view the world of work as a threatening conglomerate of mysterious businesses and industries. They should be made aware of the occupational opportunities which exist in the various firms in and around the local community, and they should be made aware of the means by which the available positions are traditionally filled.

Enabling Objectives: Identifies those firms which traditionally hire large numbers of beginning workers.

Identifies positions which are open to them and the employer's particular specifications for these positions.

Identifies services which are available to him in his search for a position.

Evaluates potential employers and job opportunities in terms of his personal goals and aspirations.

Innovative Teaching-Learning Approaches:

1. One or more students from previous classes should be invited to return and discuss with the class their particular experiences when hunting for a first job. Ask the graduate to emphasize those things which were done wrong as well as those which were done right.

2. Ask the counselor to come in to the class and discuss the results of any follow-up studies which have been done. Where do your graduates tend to go to work following high school? Ask the counselor to make suggestions regarding finding suitable employment.

3. Make a list on the board of those positions which your graduates have mentioned as well as those reported by the counselor. Assign a student to report on each firm mentioned as to number of employees; average number of new employees hired in a year; location; kinds of jobs available to new employees, etc.

4. Secure an application blank from as many of the firms which you have identified as possible. Make transparencies of the blanks and show them to the class so that they will be prepared to answer the questions asked by the various firms.

5. Request that the personnel manager from one or more of the identified firms spend a day with your class discussing the occupational opportunities which are available.

6. Contact the State Department of Employment Security and request that he speak to your class about the services of his department. Also ask that he enroll those seniors who are looking for jobs.

7. Invite a representative from a private employment agency to speak to your class about the services which they have available.

8. From want ads, select five positions and evaluate these positions in terms of the likelihood of contributing to the achievement of his personal goals.

Objective: Assesses individual attitudes toward self and how these affect or influence performance in the work situation.

Rationale: The individual's awareness of his self-concept will better help him to objectively see why his behavior affects the performance in his work situation. Because of this awareness,he will be able to cope more effectively with his work situation.

Enabling Objectives: Exhibits self-evaluative attitudes.

Associates and relates self-concept to work environments.

Affirms that problems of work performance may be self-created.

Explains how self-concept affects one's environment, be it work or play.

Learning Activity and Teaching Approach:

1. Individual study of his own job and make a job analysis -- a systematic organized breakdown of the job into its component parts, covering both general and specific types of information about the job.
2. Student study of individual requirements necessary to perform job requirements drawn from job analysis.
3. Application of self-appraisal forms and how these can open up new avenues of thought for the student.
4. Case problem application and answering of questions.

Objective: Participates in individual and group experiences which contribute to personal development (eg. discussion, reading, observation).

Rationale: People work individually and in groups and by taking part in individual and group activities they can observe both themselves and the group and help both to become more productive. While they do this, people can continue to develop effective personal characteristics.

Enabling Objectives: Contributes to group discussions and activities.

Plans individual and group activities which enhance his own development and the development of others.

Identifies the ways in which individual and group experiences contribute to the personal development of the group.

Innovative Teaching-Learning Approaches:

1. Set up a school store, shop, kitchen (will vary depending upon class and grade level taught) so that students are able to get a feeling for group work and the group process by actual participation in the process. It also shows the individual his place in the process.

2. Have students read articles and research sensitivity training and its uses, especially in the management areas. Follow this up by having students actually participate in a sensitivity group to see how the group process actually works.

3. Have students identify groups within the community and have them study them to see why some groups are more productive than others. May want to look at individual members of these groups and assess their contributions. Look at group function, effectiveness, etc. (eg. of groups to be analyzed--boy scouts, schoolboard, PTA, school clubs, teenage gang, chamber of commerce, etc.)

4. Have students role-play a group situation while the rest of the class watches. Follow up with the entire class discussing observations. (May want someone to dominate group, may want someone to feel ostracized from the group, etc.).

5. Use a class member as a resource speaker on a group to which he has belonged. After he has given some information on the group processes he witnessed within his group, have a panel of four or five students ask questions. Finally, open the discussion up to the entire class. A take-off on the TV program "Meet The Press."

OBJECTIVE: Shows a genuine concern for and responsibility toward colleague workers.

RATIONALE: The young person should be aware that good interpersonal relationships with fellow workers are not only desirable, but often necessary for the harmonious operation of most work forces. And that each worker can benefit by considering himself part of the company "team" and having certain responsibilities toward other members of the work force.

ENABLING OBJECTIVES:

Recognizes the importance of cooperation in achieving a groups goal

Analyzes various interpersonal relationships and their influence on workers and work performance.

Investigates the responsibilities of a number of work roles and how these relate to other work roles.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Role-playing situations between co-workers as well as between supervisors and workers.
2. Using human relations case problems to show work-relationship problems and how they might be solved or avoided.
3. Having small group discussion groups solve minor tasks using group process.
4. Investigate job descriptions and see responsibilities of work role and how roles are responsible to one another.
5. Visit a firm and have students make observations of the interactions of co-workers and the situations which call for cooperation.

Objective: Demonstrates sensitivity to the needs of coworkers and employers.

Rationale: In order for a person to enjoy the satisfaction of good human relations he must be sensitive to the needs of co-workers and employers. Being able to empathize with co-workers and the employers helps the student develop satisfying relationships and to understand the behavior of significant others.

Enabling Objectives: Analyzes the various needs people seek to satisfy through their work and their relationships with others.

Describes the relationship between a supervisor and an employee in terms of the strains and differences in how they perceive the work.

Identifies the kinds of compromises one makes in order to maintain good human relations with co-workers and employers.

Recognizes that different individuals look at situations and problems in different ways.

Innovative Teaching-Learning Approaches:

1. Have a student play the role of the teacher so that he can understand the problems a teacher has. Have student prepare and teach the lesson. Discuss his reaction to behavior of other students in the class.

2. Show film: "Hey What About Us." Discuss needs of young people depicted, and how these needs affect their job attitudes.

3. Have students list their own and other persons' needs--eg. need to be praised for good idea. Analyze what needs most people seem to have, and how these can be met by co-workers and employers.

4. Role-play--foreman and worker; teacher and student. Teacher may take the subordinate role so student puts himself in authority role.

5. Have teacher reveal feelings about why he purchased the automobile he purchased and publicly ask students why they purchased the automobile they chose. Discuss other value choices which reveal individual needs. Give student option: "I'd rather not answer that." or "Thank you, I have all the information I want."

6. Pose situation--A salesperson at work wanting to go home to paint house. How will he feel at work? What will he do or say?

7. Discuss a situation in which it is store policy that coats must be kept in a cloak room or employees may be subject to dismissal. Employee is absent from a meeting when announcement is made. On this particular day the employee had an appointment immediately after work. The employee placed coat under the counter. Infraction of rule was discovered. Discuss the problem from the employees point of view, then from supervisor's point of view.

8. Draw two parallel lines one longer than the other. Ask "What do you see?" Hint are they equal or different. After you get a variety of answers say, "They are equal." Why? Depends on the perspective. When viewed as telephone poles at varying distance they are equal. The answer to come out of the discussion is "Try to see other ways of viewing any question." Point out that we tend to perceive a situation in terms of our individual point of view based on our own experiences or needs.

Objective: Analyzes how his needs and values are expressed through personal behavior and ethical standards of conduct in the work situation.

Objective: Discovers and verifies several ethical questions that confront workers in his preferred occupational field.

Rationale: Most people will encounter questions of ethics or fair play in pursuit of their occupational goal and their resulting behavior will depend on their personal ethical standards and their familiarity with the problems.

Enabling Objectives: Defines ethics and how standards of behavior are learned.

Identifies the ethical standards associated with various occupations.

Identifies personal ethical standards and values.

Relates personal ethical standards to those evident in his preferred occupation.

Innovative Teaching-Learning Approaches:

1. Identify and discuss how ethical standards differ in various societies. Demonstrate how society influences the development of ethical standards. (Call on sociologist or other expert.)

2. Have students survey various occupations and obtain copies of published codes of ethics. (eg., teaching profession, medical, law, labor unions, etc.). Discuss the reasons for various ethical standards.

3. Identify and discuss how ethical standards may differ within a given society (relate to different socio-economic and ethnic groups).

4. Develop a personal statement indicating how ethical standards evident in preferred occupations are consistent with and compliment personal ethical values.

5. Small group discussion or panel presentations. Discuss the implications of ethical standards evident in various occupations as they relate to ultimate job satisfactions.

6. Invite businessmen or professionals from several occupations to speak on ethical and unethical practices in their career fields. Ask them to explain the reasoning behind the standards adopted.

OBJECTIVE: Describes how individual physical and mental health are related and how they affect the work situation or are affected by it.

RATIONALE: The young worker may not have considered the physical and mental characteristics necessary to perform well in the work situation. He perhaps had not thought of the effect of the work situation on his physical and mental health. Therefore, a study of physical and mental characteristics required to perform in the various occupations would be helpful to the student worker.

ENABLING OBJECTIVES:

Identifies the physical and mental requirements to perform certain jobs.

Identifies the effect of the work situation upon the physical and mental health of the worker.

Examines the relationship between physical and mental health as it may apply to certain jobs.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Interview workers in various work situations to determine physical and mental characteristics required to perform various jobs.
2. Interview workers to determine the physical and mental energy and fatigue they experience on the job.
3. Make a case study of someone who has experienced physical and/or mental problems caused by his job.
4. From the DOT or other descriptions of occupations, list the physical and mental requirements needed for performance on certain jobs.
5. Obtain a specialists opinion on the relationship that mental health has to physical health while performing certain jobs.

Objective: Expresses vocational maturity through a personal involvement in the work task and situation, responding positively to problems and showing a degree of importance.

Objective: Demonstrates an ability to reconcile varying expectations regarding role performance in a given work situation.

Objective: Contributes positively to group effort and group goals in a work situation by compromising at times and exercising influence on group goals.

Rationale: Successful group effort occurs when group members make their unique contribution while maintaining good relationships with other members.

Enabling Objectives: Demonstrates present ability to work in a group.

Explains the dynamics of group interaction.

Employs knowledge of his own ability in contributing to a group and new knowledge of group interaction to improve his contribution to a group.

Innovative Teaching-Learning Approaches:

1. Divide the class into groups of from 8 to 12 members and present them with a group task or problem. While the groups discuss the task, have half of each group serve as process observers using the attached observation form. Have process observers discuss their observations of the task group and after conclusion of their discussion while the members of the task group look on. Teacher option: Conclude with total class by evaluating the productivity of each task group in terms of quality of solution or decision.

2. Have each student write a brief description of his feelings about his performance in the group discussion.

3. Have students observe the group interaction of a schoolboard, city council, or other board meeting to analyze the personal interplay. Assign a particular board member for each student to observe in addition to the total group interaction. Where possible, this meeting should be video-taped and used in the classroom for analysis by the class.

Group Observation Form

Names of Members Rated

A. Sequence of task roles specific to discussion of topic
   1. Initiating
   2. Giving and asking for information
   3. Giving and asking for reactions
   4. Restating and giving examples
   5. Confronting and reality testing
   6. Clarify, synthesize, and summarize

B. Overall task roles required in learning through discussion method.
   7. Gate-keeping and expediting
   8. Time-keeping
   9. Evaluating and diagnosing
   10. Standard setting

C. Group maintenance roles required through discussion method
   11. Sponsoring and encouraging
   12. Group tension relieving

OBJECTIVE: Demonstrates an awareness of the dynamics of group behavior in a task-oriented situation.

RATIONALE: Many work situations include a group effort to achieve a common goal. Useful accomplishments achieved by the group are frequently dependent upon functional group dynamics. Being aware of effective group techniques will put a young person in a better position to facilitate such a condition when he is a member.

ENABLING OBJECTIVES: Explores his own behaviror and effectiveness in a task-oriented group.

Describes the dynamics of effective group behavior.

Uses critical analysis techniques of group dynamics and process.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Break up class or group into small discussion groups (6-8) and give them a task to accomplish in a given amount of time. (e.g. NASSA project)
2. Have each member in the group paired. Their specific assignment is to be especially cognizant of his pair-partner's behavior. (e.g. how he contributes, maintains and supports group progress.)
3. Teach some basic concepts related to effective group interaction.
4. Rotate the task of group-observer. Give each member numerous experiences as a group observer.

Objective: Demonstrates the ability to depend on others and to be depended upon in the work environment.

Objective: Handles own position of authority in work environment in ways which lead to effective realization of personal goals and development of others.

Objective: Copes with authority in the work environment in ways which lead to effective realization of personal goals and development.

Rationale: The majority of work situations involving more than one worker embody leadership and followership roles which vary in degrees of autonomy. If the student is going to get along in this type of situation, he must understand these role relationships.

Enabling Objectives: Assesses the reasons for the uneven distribution of work and authority within a given work situation.

Explains why the responsibility for authority and decision-making is assigned the way it is. (responsibility might be delegated due to experience, competence, physical strength, financial power, etc.)

Analyzes the conflicts in authority situations.

Innovative Teaching-Learning Approaches:

1. Have students role-play an employer/employee situation where the employee has a new idea on how to perform a work task more efficiently and he wants the employer to hear the idea and accept it.

2. Show a film or series of films put out by the Industrial Psychology Department on supervision in industry. Follow up with a discussion of how these films apply to individual work situations.

3. Have students diagram the school authority and responsibility structure so he can better understand role relationships in school (equivalent to job).

4. Have students examine the Harvard Business School case studies so they can recognize role-relationships in authority situations.

OBJECTIVE: Analyzes objectively the motivations of significant others in the work environment who hold varying expectations regarding the worker's performance.

RATIONALE: The young worker will frequently be in contact with supervisory personnel in his work situation. Each of these persons may have different views regarding the young worker's expected performance. Understanding these varying expectations and the reasons for them will help the young person resolve the conflicts that may arise as a result of the varying demands.

ENABLING OBJECTIVES:

Identifies the significant others in the work situation.

Analyzes the reasons behind various expectations.

Identifies the expectations common for workers in his preferred occupation.

INNOVATIVE TEACHING LEARNING APPROACH:

Discuss the expectations of workers in a number of occupations and have student's try to identify the reasons behind expectations

a. Dress requirements
b. Adherence to hours (lunch, breaks, overtime)
c. Production or sales quotas
d. Others

Objective: Elicits and considers suggestions and evaluations regarding a given work performance.

Rationale: Evaluation by a superior in a work situation is often a very threatening situation. Employees should be able to accept criticism in a constructive manner which improves their efficiency, rather than viewing this criticism as a personal affront. Once the employee accepts suggestions by others as a positive, rather than a negative, experience, he should be encouraged to seek out this assistance rather than waiting for others to criticize his efforts.

Enabling Objectives: Seeks feed-back and suggestions when performing a task.

Communicates with superiors and co-workers about how to improve work performance.

Identifies the factors which figure into a good work performance (productivity, cooperation, accuracy, neatness, etc.).

Evaluates his own work behavior or school work performance in terms of relevant factors.

Innovative Teaching-Learning Approaches:

1. Break the class into groups of threes. Give each group of three two 8 x 11 sheets of black paper and two 8 x 11 sheets of red paper. Also give them a ruler, a pencil, and some glue. Tell them that they are to make a checkerboard within the next ten minutes. After ten minutes are up, give each student a sheet of paper with the following instructions. "Answer the following questions about each of the other members of your group:

   1. Did this person do anything which helped the project? If so, what?
   2. Did this person do anything which hindered the project? If so, what?
   3. What do you feel that YOU did that either helped or hindered the project?
   4. If you had to do this project over again, how could your group best complete it successfully?"

After the students have answered the questions, they are to discuss the answers which they gave with the other members. Emphasize that all criticisms are made with the end goal of achieving better cooperation among the group members.

2. Obtain ten pieces of cardboard. Cut each piece into at least five pieces in such a manner that each of the ten cardboards is cut in a different manner. Mix the fifty pieces of cardboard up and place five pieces into each of ten envelopes. Give each group an envelope. Instruct them that each group is to find five pieces which fit into one complete piece of cardboard. They are to trade among the other groups but NO ONE MAY COMMUNICATE VERBALLY. All trading is to be done in silence. The first group to complete its puzzle wins. At the conclusion of this exercise ask each student to write a short paragraph discussing the importance of cooperation and communication in the work situation.

3. Investigate what is needed to meet the requirements of merit necessary for promotion in preferred occupational area.

4. Have students develop a rating sheet that they feel employers should use in evaluating a given type of work performance.

5. Have students develop a class rating sheet for class evaluation to determine grades.

6. Have students conduct an imaginary business and decide the following:
   What type of person should be hired?
   What factors should be considered to evaluate employees?

7. Show a film such as "You Sold Me, Mrs. Marlowe" of a salesperson doing everything wrong. Turn the film off. Discuss and evaluate. "Mrs. Marlowe" is available from University of Minnesota Audio Visual Extention.

8. Have students write an evaluation of their own work performance or classroom work as they think an employer or teacher would evaluate them.

OBJECTIVE: Performs in a given work situation in a manner to indicate he understands that success or failure depends not alone on technical proficiency but on quality of interpersonal relations as well.

RATIONALE: No man is an island; his work is affected by his own relations with his co-workers through such support or aid that they do or do not give him, through the tension of the environment such relations do or do not provide, and by the effect which negative or strained relations can produce upon him personally.

ENABLING OBJECTIVES:

Perceives the need which each worker should have for positive relationships.

Assesses what attributes and actions would create good and poor relationships between workers.

Acknowledges that technical proficiency is only one asset which he must possess in order to maintain and increase job satisfactions.

Objective: Manages leisure time, work time, and home time effectively to achieve individual goals.

Rationale: Many demands are made on an individual's time, talents and abilities as he works and plays. To satisfy these demands it becomes necessary for a person to organize and manage time effectively.

Enabling Objectives: Begins to identify his personal goals.

Accepts the idea that conscious planning of goals and time use is more effective than acting extemporaneously.

Acknowledges that because there are many demands on his time he must give priority to those activities that contribute most to the achievement of his goals.

Implements time-management techniques he has learned.

Innovative Teaching-Learning Approaches:

1. View film on time management from Elliot Film Company called, "Of Time and Salesmen." Follow up by group discussion.

2. Have class or small group discussion on personal goal setting to develop a common view of what is meant by personal goals. May use the goal of one class member as an example. Compare the differences in class members in what they choose as priority activities.

3. Have students keep a daily log of present activities and then project a new plan in an attempt to improve their time use. Should be able to support the reasons for the priorities implied in their new plan.

4. Invite a production foreman or department manager to discuss the value and necessity of time management for employees working at his company. Give examples from everyday experience.

5. Have students dramatize the efficient worker and the inefficient worker to effectively portray what can happen when things are done best or worst. (eg., waitress, secretary, etc.)

6. As a long term project have students read a biography or autobiography of a successful man or woman to note their use of time and its contribution to his success. .

Objective: Relates his own pattern of response with respect to prescribed versus discretionary requirements of a work task.

Objective: Demonstrates ability to handle and use success or failure constructively.

Rationale: Success and failure are aspects of everyone's life. Students should recognize that successes and failures may be learning situations where they can test themselves and discover and accept their potentialities, abilities, limitations, etc.

Enabling Objectives: Analyzes the causes of failure in areas in which he wishes to succeed.

Recognizes and accepts responsibility for one's own failure.

Displays ability to accept praise in the manner in which it is given.

Plans ways to overcome weaknesses which have resulted in failures.

Innovative Teaching-Learning Approaches:

1. To stimulate discussion on success and failure:
   Split the class into two groups: (1) Successful students to whom grades come easy, (2) Students to whom earning good grades is difficult.

The first group is given a test they cannot pass--first failure within the group. The second group is given a test which is very easy--first success.

Each group reacts differently. This stimulates discussion.

2. Have students read Skinner's _Walden Two_ for class discussion.

3. Have the group Brainstorm typical reactions students have toward success or failure in their school activities. Make a master list of these reactions.

Topics for discussion:
1. Are these positive reactions which result in learning situations?
2. If they are not positive reactions, what would have been a positive reaction?
3. Should a student feel guilty when he has failed and display this reaction?
4. What is an acceptable reaction to success?

4. Other areas of discussion:

1. Should a student be penalized for failure?
2. How would you interpret constant failure or success?
3. Should a student lower his or her expectation after failing in an activity?
4. Should a student raise goals after success?

OBJECTIVE: Predicts his chances of reaching the level to which he aspires in the occupational area of his choice and can give good reasons for his self-evaluation.

RATIONALE: Student needs to realistically relate aspirations and goals in terms of measured abilities, past achievements, expressed interests, etc. toward prediction of success in one or more occupational areas.

ENABLING OBJECTIVES:

Interprets personal data, test scores, grades, etc., and evaluates reliability of information.

Identifies his level of aspiration in a particular occupational area(s)

Compares his abilities with those required for a particular level of job success.

Makes a prediction of his success in an occupational area and justifies this prediction.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Draw a chronological map which would indicate points at which students begin to make occupational decisions (e.g. registering in ninth grade for curriculum choices, entering college, choice between specific vocational training as opposed to further academic exploration, part-time work experiences, etc.)
2. Have student write a description of himself working in his preferred occupation ten years from now. Give reasons for this particular prediction; take into account that some occupational experiences will border on failure and that valuable learning may result in that he is further enabled to make a better self-evaluation.
3. Use a two-dimensional chart (sample in Appendix) or one similar to those illustrated in Teacher's Role in Career Development. Have student complete the chart by listing several occupations and scaling them according to level of education or training required. (Reference: Tennyson, W. Wesley Teacher's Role in Career Development. Available from Nicholson Bookstore, University of Minnesota, $1.00 prepaid).
4. Debate philosophic attitude "You can do anything if you try hard enough".
5. Develop and examine personal data through use of cumulative record. Ask counselor to come to classroom and explain pertinent information on cum. record. Invite students to review personal folder with their counselors. Counselor may also inform student of services available to help studnet plan or further develop means of self-evaluation such as aptitude tests.

6. Bring in a working person to discuss abilities needed to reach certain levels of aspiration within that particular business. Can also discuss training opportunities available within the business operation or other training available beyond high school but not in academic setting.

7. Use case study or studies providing personal data information. Have students predict occupations and probability of success for that individual(s).

8. List job stereotypes in general terms (e.g. likes people likes recordkeeping, etc.) Have student describe himself in general terms and attempt to match to an occupation.

9. Discuss external factors (other than self) that may affect prediction-process.

10. Student debate: Do we have equal opportunity to become what we want to be occupationally?

OCCUPATION AND TRAINING CHART

LEVEL OF TRAINING	OCCUPATION FIELDS		
COLLEGE 4 years or more			
HIGH SCHOOL plus additional technical or trade school or some college			
HIGH SCHOOL graduate			
LESS THAN HIGH SCHOOL GRADUATE			

Directions:

1. Put in the three broad occupational fields that you feel have the strongest potential for you.
2. List the occupations in which you would expect to find people with interests similar to yours.
3. In selecting occupations consider also the amount of training required. Pick occupations that will fall into at least three of the levels of training.

Objective: Demonstrates effective work habits by continuous evaluation of the quality of his product or performance.

Rationale: Evaluation of the quality of product or performance is one of the best ways to determine a need for change in work habits. This implies the necessity of understanding the levels of quality required in any particular job task.

Enabling Objectives: Identifies levels of quality and performance in various work tasks which he undertakes.

Compares present levels of performance with required levels.

Demonstrates a continued interest in improving performance in the tasks he does.

Innovative Teaching-Learning Approaches:

1. Have students fill out a job application form with no direction given. Collect them and then give instruction on the proper way to fill out a job application. Have the students fill out the form again, and compare the level of quality one can achieve when one understands what is good quality production.

2. Have a company representative come in to describe how industry determines and sets standards of quality in performance and production and use examples to demonstrate this.

3. Have employed students discuss with their employer the various expectations he has for quality in performance or product and bring these to the class for group analysis.

4. Have students use rating scale at start of unit and at end to determine any changes in concern for quality. For example:
Please rate the following in order of their importance as you see them in carrying out a task. Number one is highest rating.

Speed
Quality
Smoothness
Direction
Accuracy
Economy

Objective: Demonstrates effective work habits by breaking work tasks into logical units.

Objective: Demonstrates effective work habits by utilizing communication skills when giving or evaluating instructions.

Rationale: Often it is not lack of ability to do the work on the job which prevents workers from being most effective. Rather, it is their inability to communicate clearly with their supervisors and their fellow workers.

Enabling Objectives: Expresses himself orally and is understood by others.

Expresses himself in writing and is understood by others.

Listens effectively.

Reads effectively.

Innovative Teaching-Learning Approaches:

1. In order to teach technical kinds of writing, the teacher or a student could bring to class one of the modern put-together toys or articles--one of the kind which the instructions say can be put together by anyone in an hour or less. It could be a child's toy cardboard refrigerator, an ironing board or utility cart--anything that is in pieces and needs to be assembled. Have the students put it together and from that experience write a set of instructions on how to do it. Various sets of instructions as well as the manufacturer's instructions could be shown on the overhead or opaque projector and comparisons made for clarity, simplicity and effectiveness. A variation of this would be to have one class write the instructions and another class assemble the article from the instructions.

2. One student is given a drawing showing a number of interconnected designs. The drawing could show a triangle in one corner, a square next to it within a circle, a rectangle in another corner, etc. The design itself is not important. The student with the drawing shall instruct the class on how to draw a similar one on a piece of paper at their desks. The class may not see the original nor may they ask any questions about it--they are only to carry out the instructions. A second time this will be done, only this time students may ask questions and have them answered. In almost all cases, the second drawing will be more accurate than the first and should demonstrate the effectiveness of two-way communication.

3. In industrial arts classes, office machines classes, home economics classes, and possibly others the teacher could appoint some students as shop foreman, whose job it would be to give assistance and instructions to others. Possibly it could be second-year students who instruct and aid first-year students. The teacher should serve as a resource person to evaluate the instructions given. Also, it would be effective for the students receiving the instruction to offer direct feed-back on the clarity and effectiveness of the instructions received. A third kind of evaluation would be to check on the students after they have received instructions to see how well they are able to operate the equipment.

4. When using the movie projector in class the teacher could give one student oral instructions on how to thread the film and run the projector. This student in turn could instruct another student the next time the projector is being used, thus gaining experience both in listening and in giving instructions. A variation of this might be to instruct one student orally, only, and instruct another by demonstration. The effectiveness of these different methods of communication could then be discussed. Another variation might be to have the

teacher tell the class one day how to run the projector and the next day ask them to do it. A discussion could then follow asking what went wrong and how communication might be improved through demonstration, practice, etc. rather than just telling.

5. In English classes and speech class students are often asked to give demonstration speeches. For example, one might give his speech on how to hold and swing a golf club. As a check on the effectiveness of the instructions, students in class could be asked to demonstrate what they had just heard. If students are not able to do this, discussion could be held on what was wrong in the way the instructions were communicated. It would also be effective to use tape and video-tape recording here.

6. Because programmed instruction is being used quite frequently in business and industry, it would be appropriate to acquaint students with this method of receiving and giving instructions. Programs could be obtained from local businesses or by asking large concerns to send them. An example would be the program called, "How to Train Others" which could be obtained from Procter & Gamble Co. After becoming familiar with receiving instruction in this way, students could write their own programs and test them on each other. Programs could be written on how to use movie projectors, office machines, shop equipment, etc.

7. Assignments in class or homework assignments could be given by the teacher to one student who in turn would give the assignment to the class. Clarity and effectiveness could be evaluated by the teacher and the other students and feed-back given to the student giving the instructions.

Objective: Demonstrates effective work habits by planning and scheduling work,

Rationale: The individual should be aware of the importance of planning and scheduling as factors in effective work habits for occupational success.

Enabling Objectives: Recognizes that planning and scheduling are not an end in themselves.

Recognizes that significant planning and scheduling are important for occupational success and over-all life style.

Explains what planning and scheduling are in business.

Plan and schedules present activities effectively.

Recognizes the limitations which may affect planning and scheduling.

Recognizes that"ideas" must be implemented by planning and scheduling.

Innovative Teaching Learning Approaches:

1. Prepare a schedule for a future time period. Keep a journal of how time was actually spent. The two should be compared and evaluated. Some questions that might be asked are:

   a. Were you realistic?
   b. In what ways are you using your time?
   c. What variables changed the schedule?
   d. What are some of the limitations in scheduling?
   e. Will you really change your patterns?

   Prepare a new schedule which is modified as a result of problems you encountered in these first two steps.

2. Make a case study of planning and its effect on grades.

3. Prepare profiles of grades to show the effect of the use of independent study time

   Film: "Little time for Henry" could be shown

4. Make video tapes of people wasting time.

5. Have students prepare plan of school subjects through graduation.

6. Debate: "Why or why not plan and follow a schedule."

7. Guest speaker from industry could speak on importance of planning and scheduling.

8. Students could plan field trip to industry.

9. Pick a school activity, idea, or goal--go through process of doing the neccessary planning for it.

10. School clubs and activities could be investigated regarding the planning and scheduling required to make them function.

Objective: Identifies appropriate content in order to prepare a report of his work activities.

Rationale: Businesses today require written communication as a form of evaluation. In order to assess student progress over a period of time, the contents must be comparable from one report to another. Preparing a report requires the new employee to review his responsibilities.

Enabling Objectives: Explains the reason for reports in business today.

Writes and explains a work report.

Innovative Teaching-Learning Approaches:

1. Collect samples of business report forms and discuss other types of work reports as well as written ones.

2. Analyze work reports and take the content that would relate to the students particular work setting and construct a work report for him.

3. Community resources can be used to show students how businessmen (usually larger companies) determine the position of their companies over long periods of time.

4. Have both students and employers write work reports telling of a days activities after they have taken place. Compare the two reports to see if there are discrepancies.

Objective: Perceives himself to be successful in coping with new social and work roles.

Rationale: Self-evaluation should be a continous process in a worker's life in order to determine if he is successfully coping with new social and work roles. Through feedback the worker will also become more aware of successes and problems he is experiencing and may be able to deal more effectively with them in future social and work situations.

Enabling Objectives: Exhibits self-confidence and a good self-image in his work role.

Interprets feedback from "significant others" (e.g. parents, family, friends, teachers, pastor, etc.)

Identifies a variety of ways of coping with situations.

Acknowledges that knowledge about the job adds to confidence on the job and enthusiasm for it.

Innovative Teaching-Learning Approaches:

1. Teacher can emphasize positive reinforcement to his students in relation to the training plan orginally laid out for him.
2. Use tests as a means of getting feedback for self-correction. Go over exams and discuss performance.
3. Role-play with video-tape a critical incident and play back for evaluation and discussion of other ways of handling the situation.
4. Teacher could present an imaginary situation and then divide class into buzz groups. Each group would look for different, more suitable ways of coping with the situation. Groups should then share their ideas.
5. The teacher, by means of a sociogram, would try to present a student having difficultuies in some social roles with situations which would stimulate growth in this area.
6. Have the student study a job description sheet and see how he perceives himself in that particular work role.
7. Have the class keep a scrap book to which brief write-ups describing how social and work situations were effectively dealth with would be added throughout the year.
8. Role play a situation where a worker is being given criticisms by the supervisors. Show different ways of responding to critics.

THE MEASUREMENT OF VOCATIONAL NEEDS*

Some of the learning activities suggest the measurement or analyses of vocational needs. The Minnesota Importance Questionnaire which is available from the Industrial Relations Center at the University of Minnesota gives a reliable measure of the needs and norms for a variety of occupational groups. The instrument being used is a Forced Choice Comparison of the twenty dimensions of needs.

For purposes suggested in this guide and discussion of needs a teacher may want to construct a simple Likert type scale on which the student evaluates the importance of each of the twenty dimensions. The respondent is directed to ask himself "How important is the dimension to an ideal job for me." Five response alternatives would be:

Very Unimportant = 1
Not Important = 2
Neither (Unimportant or Important) = 3
Important = 4
Very Important = 5

Following (in alphabetical order) is a list of the Minnesota Importance Questionnaire scales. The illustrative item after each scale title describes the vocational meaning usually associated with the title.

1. Ability Utilization: I could do something that makes use of my abilities.
2. Achievement: The job could give me a feeling of accomplishment.
3. Activity: I could be busy all the time.
4. Advancement: The job would provide an opportunity for advancement.
5. Authority: I could tell people what to do.
6. Company Polices and Practices: The company would administer its polices fairly.
7. Compensation: My pay would compare well with that of other workers.
8. Co-workers: My co-workers would be easy to make friends with.
9. Creativity: I could try out some of my own ideas.
10. Independence: I could work alone on the job.
11. Moral Values: I could do the work without feeling that it is morally wrong.
12. Recognition: I could get recognition for the work I do.
13. Responsibility: I could make decisions on my own.
14. Security: The job would provide for steady employment.
15. Social Service: I could do things for other people.

16. Social Status: I could be "somebody" in the community.
17. Supervision - Human Relations: My boss would back up his men (with top management).
18. Supervision - Technical: My boss would train his men well.
19. Variety: I could do something different every day.
20. Working conditions: The job would have good working conditions.

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* Weiss, David, Dawis, Rene, England, George, and Lofquist, Lloyd, The Measurement of Vocational Needs, Minnesota Studies in Vocational Rehabilitation: XVI, Bulleting 39, April 1964, University of Minnesota Industrial Relations Center.

Self Appraisal for the Job Ahead

WHAT I AM TODAY

MY HIGH SCHOOL SUBJECTS

Subjects	Grades	Things I disliked about each area	Things I liked about each area
English:			
Mathematics:			
Science:			
Social Studies:			
Other Subjects:			

Can you see any definite patterns in your likes and dislikes which might effect your choice of vocations? Do your grades reflect any strengths and weaknesses which might affect your success?

WHAT I AM TODAY

MY WORK EXPERIENCES AND MY INTERESTS

Job	Things I disliked about it	Things I liked about it
Firm: Dates: Positions:		
Firm: Dates: Position:		
Firm: Dates: Position:		
Firm: Dates: Position:		
Firm: Dates: Position:		
Firm: Dates: Position:		
Firm: Dates: Positions:		

What likes and dislikes listed above might affect your choice of vocation?
How can your work experience help you in choosing your vocation?

WHAT I AM TODAY

MY EXTRACURRICULAR ACTIVITIES AND INTERESTS

CLUBS AND ORGANIZATIONS

(Include length of membership, record of participation, offices held)

Organization	Things I dislike about it	Things I like about it

SOCIAL LIFE

Activity	Things I dislike about it	Things I like about it

HOBBIES, MAGAZINES, TRAVEL, ETC.

Activity	Things I dislike about it	Things I like about it

Do you see any pattern in your likes and dislikes? How can an understanding of the likes and dislikes listed above help you in selecting your vocation?

W H A T I A M T O D A Y

AN APPRAISAL OF MY APTITUDE

Listed below are several areas of ability or aptitude. (Try not to confuse "interest" with "aptitude." Interest means what you like or dislike. Aptitude means your capacity for success in a given area if you receive training.) On the right are three degrees of ability. Consider each ability individually and check the degree you believe you possess.

	DEGREE OF ABILITY		
	Below Average	Average	Above Average
1. Physical			
a. Strength			
b. Coordination			
2. Manual (hand and finger dexterity)			
3. Mechanical			
4. Clerical (speed and accuracy with detail, numbers, names, ets.)			
5. Executive (leadership)			
6. Social (ability to get along with others at work and play)			
7. Musical			
8. Artistic.			
9. Mental			
a. Verbal-meaning (ability to understand ideas expressed in words)			
b. Spatical (ability to think about objects in 2 or 3 dimensions)			
c. Reasoning (ability to solve problems logically)			
d. Numerical (ability to work with numbers rapidly and accurately).			
e. Word-fluency (ability to write and talk easily)			
f. Memory (ability to recall past experiences)			

Which are your strongest areas? Which are your weakest? How might this knowledge affect your choice of vocations?

Self Appraisal for the Job Ahead

WHAT I AM TODAY

MY PERSONALITY

For each of the items listed below, check the column which, in your opinion, describes you most accurately.

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
A. APPEARANCE & HEALTH				
1. Health.	____	____	____	____
2. Posture	____	____	____	____
3. Complexion	____	____	____	____
4. Facial Expression	____	____	____	____
5. Grooming	____	____	____	____
B. MANNERS				
1. Practice of rules of etiquette . .	____	____	____	____
2. Table and party manners	____	____	____	____
C. EXPRESSION				
1. Voice quality	____	____	____	____
2. Correctness of English usage . . .	____	____	____	____
3. Pronunciation and enunciation . . .	____	____	____	____
4. Conversational ability.	____	____	____	____
D. PERSONAL TRAITS				
1. Industrious	____	____	____	____
2. Emotionally stable	____	____	____	____
3. Cooperative	____	____	____	____
4. Honest	____	____	____	____
5. Punctual	____	____	____	____

MY PERSONALITY - (continued)

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
6. Persevering				
7. Sincere				
8. Cheerful				
9. Poised				
10. Patient				
11. Enterprising				
12. Loyal				
13. Dependable				
14. Witty				
15. Tactful				
16. Friendly				
17. Sportsmanlike				
18. Self-reliant				
19. Creative				
20. Unselfish				

What strengths and weaknesses might affect your choice of vocation? What weaknesses might endanger your chance for success?

WHAT I AM TODAY

MY AUTOBIOGRAPHY

A. FAMILY INVENTORY

Name________________________________ Date of Birth________________

Address____

Father's name__________________________ Birthplace__________________

Father's occupation_____________________ Firm_______________________

Mother's name__________________________ Birthplace__________________

Mother's occupation_____________________ Firm_______________________

Number of brothers younger than you_________ older than you_______________

Number of sisters younger than you__________ older than you_______________

B. Describe those things in your past or present life which will make your autobiography a more complete history of you. You will want to include any experience or influence which has affected your personality, interests or problems.

C. Discuss briefly your vocational plans for the immediate future and for life. If your plans are still indefinite, discuss some of the problems you are facing in making your decision.

WHERE I WANT TO GO

SURVEY OF OCCUPATION WHICH I AM CONSIDERING:______________________

A. Description of the Occupation

1. General nature of the work
2. Duties and responsibilities
3. Equipment used

B. Status of the Occupation

1. Jobs through which I might enter the field
2. Promotional opportunities
3. Related occupations to which I might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook
2. Possible employment trend during the next ten years

D. Wages and Hours

1. Salaries
    a. Beginning salary
    b. Salary range
2. Wages
    a. Average number of hours worked per week
    b. Average number of weeks worked per year; seasonal aspects
3. Vacation provisions
4. Fringe benefits (insurance, medical pensions, etc.)

E. Working Conditions

1. Place of employment
2. Physical surroundings
3. Employee and employer organizations
4. Other conditions

F. Training Requirements

1. Level of education required for entry and for promotions
2. Types of post-high school education necessary
    a. Where to obtain it
    b. Type, cost, and length of training
3. Other requirements, such as licenses, special examinations, membership in organizations, tools and equipment

G. Personal Qualifications

1. Physical and mental requirements
2. Personality characteristics

H. Summary
1. Advantages
2. Disadvantages

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of Occupation ______________________________

Description of duties ______________________________

____

____

Aptitudes Required	How I Rate My Aptitudes		
	Below Average	Average	Excellent

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent

Education or Training Required	Further Education or Training I Need

Other Requirements	How I Can Fulfill These Requirements

SYSTEMS FOR CLASSIFICATION OF OCCUPATIONAL AREAS

1. Gagne - A.I.R. - System

   Mechanical
   Electrical
   Spatial Structural
   Chemical - Biological
   Symbolic
   People

2. Roe's System (Focuses on Activity)

   Service
   Business Contact
   Organization
   Technology
   Outdoor
   Scientific
   General Cultural
   Arts and Entertainment

3. Industry System

   Apparel
   Communication
   Construction
   Electric Light and Power
   Equipment Manufacturing
   Finance, Insurance, Real Estate
   Food and Lodging
   Government
   Health and Welfare
   Maintanence and Repair
   Materials Manufacturing
   Merchandising and Retail Trade
   Metal Production
   Personal and Protective Services
   Printing and Graphic Arts
   Taansportation

4. D.O.T. System

   Date
   People
   Things

5. Subject Matter System

   English
   Social Studies
   Math
   Science
   Art
   Music

6. Vocational Program Areas

   Distributive
   Office
   Trades
   Agriculture
   Home Economics
   Health

Self Appraisal for the Job Ahead

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of Occupation ____________________

Description of duties ____________________

____

____

Aptitudes Required	How I Rate My Aptitudes		
	Below Average	Average	Excellent

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent

Education or Training Required	Further Education or Training I Need

Other Requirements	How I Can Fulfill These Requirements

SYSTEMS FOR CLASSIFICATION OF OCCUPATIONAL AREAS

1. Gagne - A.I.R. - System

   - Mechanical
   - Electrical
   - Spatial Structural
   - Chemical - Biological
   - Symbolic
   - People

2. Roe's System (Focuses on Activity)

   - Service
   - Business Contact
   - Organization
   - Technology
   - Outdoor
   - Scientific
   - General Cultural
   - Arts and Entertainment

3. Industry System

   - Apparel
   - Communication
   - Construction
   - Electric Light and Power
   - Equipment Manufacturing
   - Finance, Insurance, Real Estate
   - Food and Lodging
   - Government
   - Health and Welfare
   - Maintanence and Repair
   - Materials Manufacturing
   - Merchandising and Retail Trade
   - Metal Production
   - Personal and Protective Services
   - Printing and Graphic Arts
   - Taansportation

4. D.O.T. System

   - Data
   - People
   - Things

5. Subject Matter System

   - English
   - Social Studies
   - Math
   - Science
   - Art
   - Music

6. Vocational Program Areas

   - Distributive
   - Office
   - Trades
   - Agriculture
   - Home Economics
   - Health

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